Virginia Grade Level Alternative Worksheet

Grade 3 Reading

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**2.6**	The student will use language structure to expand vocabulary when reading. a) Use knowledge of prefixes and suffixes. b) Use knowledge of contractions and singular possessives. c) Use knowledge of simple abbreviations. d) Use knowledge of antonyms and synonyms.				
RC 1	**2.9**	The student will demonstrate comprehension of information in reference materials. a) Use a table of contents. b) Use pictures and charts. c) Use dictionaries and indices.				
RC 1	**3.3**	The student will apply word-analysis skills when reading. b) Use knowledge of homophones. c) Decode regular multisyllabic words.				
RC 1	**3.4**	The student will use strategies to read a variety of fiction and nonfiction materials. c) Apply meaning clues, language structure, and phonetic strategies. d) Use context to clarify meaning of unfamiliar words.				
RC 1	**3.7**	The student will demonstrate comprehension of information from a variety of print resources. a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.				
RC 2	**2.7**	The student will read fiction and nonfiction, using a variety of strategies independently. a) Preview the selection by using pictures, diagrams, titles, and headings.				
RC 2	**2.8**	The student will read and demonstrate comprehension of fiction and nonfiction. f) Describe characters, setting, and important events in fiction and poetry. g) Identify the problem, solution, and main idea.				
RC 2	**3.4**	The student will use strategies to read a variety of fiction and nonfiction materials. a) Preview and use text formats. b) Set a purpose for reading.				
RC 2	**3.5**	The student will read and demonstrate comprehension of fiction. a) Set a purpose for reading. c) Make, confirm, or revise predictions. d) Compare and contrast settings, characters, and events. f) Ask and answer questions. g) Draw conclusions about character and plot. h) Organize information and events logically. i) Summarize major points found in fiction materials. j) Understand basic plots of fairy talkes, myths, folktales, legends, and fables.				
RC 2	**3.6**	The student will continue to read and demonstrate comprehension of nonfiction. c) Ask and answer questions about what is read. d) Draw conclusions. e) Organize information and events logically. f) Summarize major points found in nonfiction materials. g) Identify the characteristics of biographies and autobiographies.				

Reporting Category Key

RC 1 Use word analysis strategies and information resources.

RC 2 Demonstrate comprehension of printed materials.

Virginia Grade Level Alternative Worksheet

Grade 3 Mathematics

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**K.1**	The student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.				
RC 1	**K.2**	The student, given a set containing 10 or fewer concrete items, will a) tell how many are in the set by counting the number of items orally; b) select the corresponding numeral from a given set; and c) write the numeral to tell how many are in the set.				
RC 1	**K.3**	The student, given an ordered set of three objects and/or pictures, will indicate the ordinal position of each item, first through third, and the ordered position of each item from left-to-right, right-to-left, top-to-bottom, and/or bottom-to-top.				
RC 1	**K.4**	The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.				
RC 1	**K.5**	The student will count forward to 30 and backward from 10.				
RC 1	**1.1**	The student will count objects in a given set containing between 1 and 100 objects and write the corresponding numeral.				
RC 1	**1.2**	The student will group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.				
RC 1	**1.3**	The student will count forward by ones, fives, and tens to 100, by twos to 20, and backward by ones from 20.				
RC 1	**1.4**	The student will recognize and write numerals 0 through 100.				
RC 1	**1.5**	The student will identify the ordinal positions first through tenth, using an ordered set of objects.				
RC 1	**1.6**	The student will identify and represent the concepts of one-half and one-fourth, using appropriate materials or a drawing.				
RC 1	**2.1**	The student will a) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models; and b) round two-digit numbers to the nearest ten.				
RC 1	**2.2**	The student will compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (greater than, less than, or equal to).				
RC 1	**2.3**	The student will identify the ordinal positions first through twentieth, using an ordered set of objects.				
RC 1	**2.4**	The student will identify the part of a set and/or region that represents fractions for one-half, one-third, one-fourth, one-eighth, and one-tenth and write the corresponding fraction.				
RC 1	**2.5**	The student will a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10, using mental mathematics, paper and pencil, hundred chart, calculators, and/or concrete objects, as appropriate; b) count backward by tens from 100; c) group objects by threes and fours; and d) recognize even and odd numbers, using objects.				
RC 1	**3.1**	The student will read and write six-digit numerals and identify the place value for each digit.				
RC 1	**3.2**	The student will round a whole number, 9,999 or less, to the nearest ten, hundred, and thousand.				
RC 1	**3.3**	The student will compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (*greater than, less than, or equal to*).				

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RC 1	**3.4**	The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Students will use these relationships to solve problems such as 5 + 3 = 8 and 8 – 3 = _____.				
RC 1	**3.5**	The student will a) divide regions and sets to represent a fraction; and b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.				
RC 1	**3.6**	The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.				
RC 1	**3.7**	The student will read and write decimals expressed as tenths and hundredths, using concrete materials and models.				
RC 2	**K.6**	The student will add and subtract whole numbers, using up to 10 concrete items.				
RC 2	**1.7**	The student, given a familiar problem situation involving magnitude, will a) select a reasonable magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, and 500); and b) explain the reasonableness of his/her choice.				
RC 2	**1.8**	The student will recall basic addition facts – i.e., sums to 10 or less – and the corresponding subtraction facts.				
RC 2	**1.9**	The student will create and solve story and picture problems involving one-step solutions, using basic addition and subtraction facts.				
RC 2	**2.6**	The student will recall basic addition facts – i.e., sums to 18 or less - and the corresponding subtraction facts.				
RC 2	**2.7**	The student, given two whole numbers whose sum is 99 or less, will a) estimate the sum; and b) find the sum, using various methods of calculation (mental computation, concrete materials, and paper and pencil).				
RC 2	**2.8**	The student, given two whole numbers, each of which is 99 or less, will a) estimate the difference; and b) find the difference, using various methods of calculation (mental computation, concrete materials, and paper and pencil).				
RC 2	**2.9**	The student will create and solve one-step addition and subtraction problems using data from simple tables, picture graphs, bar graphs, and practical situations.				
RC 2	**2.10**	The student, given a simple addition or subtraction fact, will recognize and describe the related facts which represent and describe the inverse relationship between addition and subtraction (e.g., 3 + __ = 7, ___ + 3 = 7, 7 – 3 = __, and 7 – __ = 3).				
RC 2	**3.8**	The student will solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.				
RC 2	**3.9**	The student will recall the multiplication and division facts through the nines table.				
RC 2	**3.10**	The student will represent multiplication and division, using area and set models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.				
RC 2	**3.11**	The student will add and subtract with proper fractions having like denominators of 10 or less, using concrete materials and pictorial models representing areas/regions, lengths/measurements, and sets.				
RC 2	**3.12**	The student will add and subtract with decimals expressed as tenths, using concrete materials, pictorial representations, and paper and pencil.				
RC 3	**K.7**	The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.				
RC 3	**K.8**	The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).				
RC 3	**K.9**	The student will tell time to the hour, using an analog or digital clock.				

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 3	**K.10**	The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). *Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.*				
RC 3	**K.11**	The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).				
RC 3	**K.12**	The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.				
RC 3	**K.13**	The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).				
RC 3	**1.10**	The student will a) identify the number of pennies equivalent to a nickel, a dime, and a quarter; and b) determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.				
RC 3	**1.11**	The student will tell time to the half-hour, using an analog or digital clock.				
RC 3	**1.12**	The student will use nonstandard units to measure length and weight.				
RC 3	**1.13**	The student will compare the volumes of two given containers by using concrete materials (e.g., jelly beans, sand, water, rice).				
RC 3	**1.14**	The student will compare the weight of two objects, using a balance scale.				
RC 3	**1.15**	The student will describe the proximity of objects in space (*near, far, close by, below, above, up, down, beside,* and *next to*).				
RC 3	**1.16**	The student will draw, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, corners, and square corners.				
RC 3	**1.17**	The student will identify and describe objects in his/her environment that depict plane geometric figures (triangle, rectangle, square, and circle).				
RC 3	**2.11**	The student will a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and b) identify the correct usage of the cent symbol (¢), dollar symbol ($), and decimal point (.).				
RC 3	**2.12**	The student will estimate and then use a ruler to make linear measurements to the nearest centimeter and inch, including measuring the distance around a polygon in order to determine perimeter.				
RC 3	**2.13**	The student, given grid paper, will estimate and then count the number of square units needed to cover a given surface in order to determine area.				
RC 3	**2.14**	The student will estimate and then count the number of cubes in a rectangular box in order to determine volume.				
RC 3	**2.15**	The student will estimate and then determine weight/mass of familiar objects in pounds and/or kilograms, using a scale.				
RC 3	**2.16**	The student will tell and write time to the quarter hour, using analog and digital clocks.				
RC 3	**2.17**	The student will use actual measuring devices to compare metric and U.S. Customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume, using the concepts of *more, less,* and *equivalent* .				
RC 3	**2.18**	The student will a) use calendar language appropriately (e.g., months, today, yesterday, next week, last week); b) determine past and future days of the week; and c) identify specific dates on a given calendar.				
RC 3	**2.19**	The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.				
RC 3	**2.20**	The student will identify, describe, and sort three-dimensional (solid) concrete figures, including a cube, rectangular solid (prism), square pyramid, sphere, cylinder, and cone, according to the number and shape of the solid's faces, edges, and corners.				

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 3	**2.21**	The student will identify and create figures, symmetric along a line, using various concrete materials.				
RC 3	**2.22**	The student will compare and contrast plane and solid geometric shapes (circle/sphere, square/cube, and rectangle/rectangular solid).				
RC 3	**3.13**	The student will determine by counting the value of a collection of bills and coins whose total value is $5.00 or less, compare the value of the coins or bills, and make change.				
RC 3	**3.14**	The student will estimate and then use actual measuring devices with metric and U.S. Customary units to measure a) length—inches, feet, yards, centimeters, and meters; b) liquid volume—cups, pints, quarts, gallons, and liters; and c) weight/mass—ounces, pounds, grams, and kilograms.				
RC 3	**3.15**	The student will tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks.				
RC 3	**3.16**	The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.				
RC 3	**3.17**	The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.				
RC 3	**3.18**	The student will analyze two-dimensional (plane) and three-dimensional (solid) geometric figures (circle, square, rectangle, triangle, cube, rectangular solid [prism], square pyramid, sphere, cone, and cylinder) and identify relevant properties, including the number of corners, square corners, edges, and the number and shape of faces, using concrete models.				
RC 3	**3.19**	The student will identify and draw representations of line segments and angles, using a ruler or straightedge.				
RC 3	**3.20**	The student, given appropriate drawings or models, will identify and describe congruent and symmetrical two-dimensional (plane) figures, using tracing procedures.				
RC 4	**K.14**	The student will gather data relating to familiar experiences by counting and tallying.				
RC 4	**K.15**	The student will display objects and information, using object graphs, pictorial graphs, and tables.				
RC 4	**K.16**	The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.				
RC 4	**1.18**	The student will investigate, identify, and describe various forms of data collection in his/her world (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream), using tables, picture graphs, and object graphs.				
RC 4	**1.19**	The student will interpret information displayed in a picture or object graph, using the vocabulary *more, less, fewer, greater than, less than,* and *equal to.*				
RC 4	**2.23**	The student will read, construct, and interpret a simple picture and bar graph.				
RC 4	**2.24**	The student will record data from experiments, using spinners and colored tiles/cubes, and use the data to predict which of two events is more likely to occur if the experiment is repeated.				
RC 4	**3.21**	The student, given grid paper, will a) collect and organize data on a given topic of his/her choice, using observations, measurements, surveys, or experiments; and b) construct a line plot, a picture graph, or a bar graph to represent the results. Each graph will include an appropriate title and key.				
RC 4	**3.22**	The student will read and interpret data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.				
RC 4	**3.23**	The student will investigate and describe the concept of probability as chance and list possible results of a given situation.				
RC 5	**K.17**	The student will sort and classify objects according to similar attributes (size, shape, and color).				
RC 5	**K.18**	The student will identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.				
RC 5	**1.20**	The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.				

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RC 5	**1.21**	The student will recognize, describe, extend, and create a wide variety of patterns, including rhythmic, color, shape, and numerical. Patterns will include both growing and repeating patterns. Concrete materials and calculators will be used by students.				
RC 5	**2.25**	The student will identify, create, and extend a wide variety of patterns, using numbers, concrete objects, and pictures.				
RC 5	**2.26**	The student will solve problems by completing a numerical sentence involving the basic facts for addition and subtraction. Examples include: 3 + __ = 7, or 9 – __ = 2. Students will create story problems, using the numerical sentences.				
RC 5	**3.24**	The student will recognize and describe a variety of patterns formed using concrete objects, numbers, tables, and pictures, and extend the pattern, using the same or different forms (concrete objects, numbers, tables, and pictures).				
RC 5	**3.25**	The student will a) investigate and create patterns involving numbers, operations (addition and multiplication), and relations that model the identity and commutative properties for addition and multiplication; and b) demonstrate an understanding of equality by recognizing that the equal sign (=) links equivalent quantities, such as 4 • 3 = 2 • 6.				

Reporting Category Key

RC 1 Number and Number Sense
RC 2 Computation and Estimation
RC 3 Measurement and Geometry
RC 4 Probability and Statistics
RC 5 Patterns, Functions, and Algebra

Virginia Grade Level Alternative Worksheet

Grade 3 History and Social Science

Student's Name: _____ State Testing Identifier: _____

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RC 1	**K.1**	The student will recognize that history describes events and people of other times and places by a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).				
RC 1	**K.2**	The student will describe everyday life in the present and in the past and begin to recognize that things change over time.				
RC 1	**1.1**	The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.				
RC 1	**1.2**	The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver.				
RC 1	**1.3**	The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).				
RC 1	**2.1**	The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.				
RC 1	**2.2**	The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodland, the Sioux of the Plains, and the Pueblo people of the Southwest.				
RC 1	**2.3**	The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.				
RC 1	**3.1**	The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.				
RC 1	**3.2**	The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).				
RC 1	**3.3**	The student will study the exploration of the Americas by a) describing the accomplishments of Christopher Columbus, Juan Ponce de Léon, Jacques Cartier, and Christopher Newport; b) identifying reasons for exploring, the information gained, and the results from the travels.				

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 2	**K.3**	The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.				
RC 2	**K.4**	The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real- life situations; c) locate land and water features.				
RC 2	**K.5**	The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.				
RC 2	**1.4**	The student will develop map skills by a) recognizing basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps; c) identifying the physical shape of the United States and Virginia on maps and globes; d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.				
RC 2	**1.5**	The student will construct a simple map of a familiar area, using basic map symbols in the map legend.				
RC 2	**1.6**	The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.				
RC 2	**2.4**	The student will develop map skills by a) locating China and Egypt on world maps; b) locating the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps; c) comparing the climate, land, and plant life of these regions; d) describing how people in these regions adapt to their environment.				
RC 2	**2.5**	The student will develop map skills by a) locating the equator, the seven continents, and the four oceans on maps and globes; b) locating selected rivers (James River, Mississippi River, Rio Grande), mountainranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.				
RC 2	**2.6**	The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.				

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RC 2	**3.4**	The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.				
RC 2	**3.5**	The student will develop map skills by a) positioning and labeling the seven continents and four oceans to create a world map; b) using the equator and prime meridian to identify the four hemispheres; c) locating the countries of Spain, England, and France; d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de Léon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia); e) locating specific places on a simple letter-number grid system.				
RC 2	**3.6**	The student will interpret geographic information from maps, tables, graphs, and charts.				
RC 3	**K.6**	The student will match simple descriptions of work that people do with the names of those jobs.				
RC 3	**K.7**	The student will a) identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have); b) recognize that people use money to purchase goods.				
RC 3	**1.7**	The student will explain the difference between goods and services and will describe how people are both buyers and sellers of goods and services.				
RC 3	**1.8**	The student will explain that people make choices because they cannot have everything they want.				
RC 3	**1.9**	The student will recognize that people save money for the future to purchase goods and services.				
RC 3	**2.7**	The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).				
RC 3	**2.8**	The student will distinguish between the use of barter and money in the exchange for goods and services.				
RC 3	**2.9**	The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.				
RC 3	**3.7**	The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.				

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RC 3	**3.8**	The student will recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).				
RC 3	**3.9**	The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).				
RC 4	**K.8**	The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others.				
RC 4	**K.9**	The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.				
RC 4	**1.10**	The student will apply the traits of a good citizen by a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect; b) recognizing the purpose of rules and practicing self-control; c) working hard in school; d) taking responsibility for one's own actions; e) valuing honesty and truthfulness in oneself and others.				
RC 4	**1.11**	The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty; b) demonstrating respect for the American flag by learning the Pledge of Allegiance.				
RC 4	**1.12**	The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.				
RC 4	**2.10**	The student will explain the responsibilities of a good citizen, with emphasis on a) respecting and protecting the rights and property of others; b) taking part in the voting process when making classroom decisions; c) describing actions that can improve the school and community; d) demonstrating self-discipline and self-reliance; e) practicing honesty and trustworthiness.				
RC 4	**2.11**	The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.				
RC 4	**2.12**	The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.				
RC 4	**3.10**	The student will recognize why government is necessary in the classroom, school, and community by a) explaining the purpose of rules and laws; b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; c) explaining that government protects the rights and property of individuals.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 4	**3.11**	The student will explain the importance of the basic principles that form the foundation of a republican form of government by a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law; b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.; c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.				
RC 4	**3.12**	The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.				

Reporting Category Key
RC 1 History
RC 2 Geography
RC 3 Economics
RC 4 Civics

Virginia Grade Level Alternative Worksheet

Grade 3 Science

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**K.1**	The student will conduct investigations in which a) basic properties of objects are identified by direct observation; b) observations are made from multiple positions to achieve different perspectives; c) objects are described both pictorially and verbally; d) a set of objects is sequenced according to size; e) a set of objects is separated into two groups based on a single physical attribute; f) nonstandard units are used to measure common objects; g) a question is developed from one or more observations; h) picture graphs are constructed using 10 or fewer units; i) an unseen member in a sequence of objects is predicted; and j) unusual or unexpected results in an activity are recognized.				
RC 1	**K.2**	Students will investigate and understand that humans have senses that allow one to seek, find, take in, and react or respond to information in order to learn about one's surroundings. Key concepts include a) five senses and corresponding sensing organs (taste - tongue, touch – skin, smell – nose, hearing – ears, and sight – eyes); and b) sensory descriptors (sweet, sour, bitter, salty, rough/smooth, hard/soft, cold, warm, hot, loud/soft, high/low, bright/dull).				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**1.1**	The student will conduct investigations in which a) differences in physical properties are observed using the senses; b) simple tools are used to enhance observations; c) objects or events are classified and arranged according to attributes or properties; d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers; e) length, mass, and volume are measured using standard and nonstandard units; f) predictions are based on patterns of observation rather than random guesses; g) simple experiments are conducted to answer questions; and h) inferences are made and conclusions are drawn about familiar objects and events.				
RC 1	**2.1**	The student will conduct investigations in which a) observation is differentiated from personal interpretation, and conclusions are drawn based on observations; b) observations are repeated to ensure accuracy; c) two or more attributes are used to classify items; d) conditions that influence a change are defined; e) length, volume, mass, and temperature measurements are made in metric units (centimeters, meters, liters, degrees Celsius, grams, kilograms) and standard English units (inches, feet, yards, cups, pints, quarts, gallons, degrees Fahrenheit, ounces, pounds); f) pictures and bar graphs are constructed using numbered axes; g) unexpected or unusual quantitative data are recognized; and h) simple physical models are constructed.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**3.1**	The student will plan and conduct investigations in which a) predictions and observations are made; b) objects with similar characteristics are classified into at least two sets and two subsets; c) questions are developed to formulate hypotheses; d) volume is measured to the nearest milliliter and liter; e) length is measured to the nearest centimeter; f) mass is measured to the nearest gram; g) data are gathered, charted, and graphed (line plot, picture graph, and bar graph); h) temperature is measured to the nearest degree Celsius; i) time is measured to the nearest minute; j) inferences are made and conclusions are drawn; and k) natural events are sequenced chronologically.				
RC 2	**K.3**	The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include a) attraction/nonattraction, push/pull, attract/repel, and metal/nonmetal; and b) useful applications (refrigerator magnet, can opener, magnetized screwdriver, and magnetic games).				
RC 2	**K.4**	The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors (red, orange, yellow, green, blue, purple), white, and black; b) shapes (circle, triangle, square, and rectangle) and forms (flexible/stiff, straight/curved); c) textures (rough/smooth) and feel (hard/soft); d) relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short); and e) position (over/under, in/out, above/below, left/right) and speed (fast/slow).				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 2	**K.5**	The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include a) water occurs in different sates (solid, liquid, gas); b) the natural flow of water is downhill; and c) some materials float in water, while others sink.				
RC 2	**1.2**	The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include a) objects may have straight, circular, and back-and-forth motions; b) objects may vibrate and produce sound; c) pushes or pulls can change the movement of an object; and d) the motion of objects may be observed in toys and in playground activities.				
RC 2	**1.3**	The student will investigate and understand how different common materials interact with water. Key concepts include a) some liquids will separate when mixed with water, but others will not; b) some common solids will dissolve in water, but others will not; and c) some substances will dissolve more readily in hot water than in cold water.				
RC 2	**2.2**	The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include a) magnetism, iron, magnetic/nonmagnetic, poles, attract/repel; and b) important applications of magnetism including the magnetic compass.				
RC 2	**2.3**	The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include a) mass and volume; and b) processes involved with changes in matter from one state to another (condensation, evaporation, melting, and freezing).				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 2	**3.2**	The student will investigate and understand simple machines and their uses. Key concepts include a) types of simple machines (lever, screw, pulley, wheel and axle, inclined plane, and wedge); b) how simple machines function; c) compound machines (scissors, wheelbarrow, and bicycle); and d) examples of simple and compound machines found in the school, home, and work environment.				
RC 2	**3.3**	The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include a) objects are made of one or more materials; b) materials are composed of parts that are too small to be seen without magnification; and c) physical properties remain the same as the material is reduced in size.				
RC 3	**K.6**	The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include a) living things change as they grow, and they need food, water, and air to survive; b) plants and animals live and die (go through a life cycle); and c) offspring of plants and animals are similar but not identical to their parents and to one another.				
RC 3	**1.4**	The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include a) needs (food, air, water, light, and a place to grow); b) parts (seeds, roots, stems, leaves, blossoms, fruits); and c) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 3	**1.5**	The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include a) life needs (air, food, water, and a suitable place to live); b) physical characteristics (body coverings, body shape, appendages, and methods of movement); and c) other characteristics (wild/tame, water homes/land homes).				
RC 3	**2.4**	The student will investigate and understand that plants and animals undergo a series of orderly changes in their life cycles. Key concepts include a) some animals (frogs and butterflies) undergo distinct stages during their lives, while others generally resemble their parents; and b) flowering plants undergo many changes, from the formation of the flower to the development of the fruit.				
RC 3	**2.5**	The student will investigate and understand that living things are part of a system. Key concepts include a) living organisms are interdependent with their living and nonliving surroundings; and b) habitats change over time due to many influences.				
RC 3	**2.7**	The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surrounding. Key concept include a) effects on growth and behavior of living things (migration, hibernation, camouflage, adaptation, dormancy).				
RC 3	**2.8**	The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include a) important plant products (fiber, cotton, oil, spices, lumber, rubber, medicines, and paper); b) the availability of plant products affects the development of a geographic area: and c) plants provide homes and food for many animals and prevent soil from washing away.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 3	**3.4**	The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs. Key concepts include a) methods of gathering and storing food, finding shelter, defending themselves, and rearing young; and b) hibernation, migration, camouflages, mimicry, instinct, and learned behavior.				
RC 3	**3.5**	The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include a) producer, consumer, decomposer; b) herbivore, carnivore, omnivore; and c) predator and prey.				
RC 3	**3.6**	The student will investigate and understand that environments support a diversity of plants and animals that share limited resources. Key concepts include a) water-related environments (pond, marshland, swamp, stream, river, and ocean environments; b) dry-land environments (desert, grassland, rain forest, and forest environments); and c) population and community.				
RC 3	**3.10**	The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include a) the interdependency of plants and animals.				
RC 4	**K.7**	The student will investigate and understand that shadows occur when light if blocked by an object. Key concepts include a) shadows occur in nature when sunlight is blocked by an object; and b) shadows can be produced by blocking artificial light sources				
RC 4	**K.8**	The student will investigate and understand simple patterns in his/her daily life. Key concepts include a) weather observations; b) the shapes and forms of many common natural objects including seeds, cones, and leaves; c) animal and plant growth; and d) home and school routines.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 4	**K.9**	The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include a) natural and human-made things may change over time; and b) changes can be noted and measured.				
RC 4	**K.10**	The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include a) materials and objects can be used over and over again; b) everyday materials can be recycled; and c) water and energy conservation at home and in school helps preserve resources for future use.				
RC 4	**1.6**	The student will investigate and understand the basic relationships between the sun and the Earth. Key concepts include a) the sun is the source of heat and light that warms the land, air, and water, and b) night and day are caused by the rotation of the Earth.				
RC 4	**1.7**	The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation brings about changes in a) plants (growth, budding, falling leaves, and wilting); b) animals (behaviors, hibernation, migration, body covering, and habitat); and c) people (dress, recreation, and work).				
RC 4	**1.8**	The student will investigate and understand that natural resources are limited. Key concepts include a) identification of natural resources (plants and animals, water, air, land, minerals, forest, and soil); b) factors that affect air and water quality; and c) recycling, reusing, and reducing consumption of natural resources.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 4	**2.6**	The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include a) temperature, wind, precipitation, drought, flood, and storms; and b) the uses and importance of measuring and recording weather data.				
RC 4	**2.7**	The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surrounding. Key concepts include b) weathering and erosion of the land surface.				
RC 4	**3.7**	The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include a) soil provides the support and nutrients necessary for plant growth; b) topsoil is a natural product of subsoil and bedrock; c) rock, clay, silt, sand, and humus are components of soils; and d) soil is a natural resource and should be conserved.				
RC 4	**3.8**	The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include a) patterns of natural events (day and night, seasonal changes, phases of the moon, and tides); and b) animal and plant life cycles.				
RC 4	**3.9**	The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include a) the energy from the sun drives the water cycle; b) processes involved in the water cycle (evaporation, condensation, precipitation); c) water is essential for living things; and d) water supply and water conservation.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 4	**3.10**	The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include b) the effects of human activity on the quality of air, water, and habitat; c) the effects of fire, flood, disease, and erosion on organisms; and d) conservation and resource renewal.				
RC 4	**3.11**	The student will investigate and understand different sources of energy. Key concepts include a) the sun's ability to produce light and heat energy; b) sources of energy (sunlight, water, wind); c) fossil fuels (coal, oil, natural gas) and wood; and d) renewable and nonrenewable energy resources.				

Reporting Category Key

RC 1 Scientific Investigation, Reasoning, and Logic
RC 2 Force, Motion, Energy, and Matter
RC 3 Life Processes and Living Systems*
RC 4 Earth/ Space Systems and Cycles*
***Standards from these Resource strands are incorporated in these Reporting Categories.**

Virginia Grade Level Alternative Worksheet

Grade 4 Reading

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**4.3**	The student will read fiction and nonfiction with fluency and accuracy. a) Use context to clarify meanings of unfamiliar words. b) Explain words with multiple meanings. c) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meaning of words. d) Use word-reference materials, including the glossary, dictionary, and thesaurus.				
RC 1	**4.6**	The student will demonstrate comprehension of information resources to research a topic. b) Collect information, using the resources of the media center, including online, print, and media resources.				
RC 2	**4.4**	The student will read and demonstrate comprehension of fiction. a) Explain the author's purpose. b) Describe how the choice of language, setting, and information contributes to the author's purpose. c) Compare the use of fact and fantasy in historical fiction with other forms of literature d) Identify major events and supporting details. f) Identify sensory words.				
RC 2	**4.5**	The student will read and demonstrate comprehension of nonfiction. a) Use text organizers, such as type, heading, and graphics, to predict and categorize information. b) Formulate questions that might be answered in the selections. c) Explain the author's purpose. d) Make simple inferences, using information from texts. e) Draw conclusions, using information from texts. f) Summarize content of selection, identifying important ideas and providing details for each important idea. h) Distinguish between cause and effect and between fact and opinion.				
RC 2	**4.6**	The student will demonstrate comprehension of information resources to research a topic. c) Evaluate and synthesize information.				

Reporting Category Key

RC 1 Use word analysis strategies and information resources.
RC 2 Demonstrate comprehension of printed materials.

Virginia Grade Level Alternative Worksheet

Grade 4 Mathematics

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**4.1**	The Student will a) identify (orally and in writing) the place value for each digit in a whole number expressed through millions; b) compare two whole numbers expressed through millions, using symbols (>, <, or =); and c) round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.				
RC 1	**4.2**	The student will a) identify, model, and compare rational numbers (fractions and mixed numbers), using concrete objects and pictures; b) represent equivalent fractions; and c) relate fractions to decimals, using concrete objects.				
RC 1	**4.3**	The student will compare the numerical value of fractions (with like and unlike denominators) having denominators of 12 or less, using concrete materials.				
RC 1	**4.4**	The student will a) read, write, represent, and identify decimals expressed through thousandths; b) round to the nearest whole number, tenth, and hundredth; and c) compare the value of two decimals, using symbols (<, >, or =), concrete materials, drawings, and calculators.				
RC 2	**4.5**	The student will estimate whole-number sums and differences and describe the method of estimation. Students will refine estimates, using terms such as *closer to* , *between* , and *a little more than.*				
RC 2	**4.6**	The student will add and subtract whole numbers written in vertical and horizontal form choosing appropriately between paper and pencil methods and calculators.				
RC 2	**4.7**	The student will find the product of two whole numbers when one factor has two digits or fewer and the other factor has three digits or fewer, using estimation and paper and pencil. For larger products (a two-digit numeral times a three-digit numeral), estimation and calculators will be used.				
RC 2	**4.8**	The student will estimate and find the quotient of two whole numbers, given a one-digit divisor.				
RC 2	**4.9**	The student will a) add and subtract with fractions having like and unlike denominators of 12 or less, using concrete materials, pictorial representations, and paper and pencil; b) add and subtract with decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil; and c) solve problems involving addition and subtraction with fractions having like and unlike denominators of 12 or less and with decimals expressed through thousandths, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.				

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 3	**4.10**	The student will a) estimate and measure weight/mass, using actual measuring devices, and describe the results in U.S. Customary/metric units as appropriate, including ounces, pounds, grams, and kilograms; b) identify equivalent measurements between units within the U.S. Customary system (ounces and pounds) and between units within the metric system (grams and kilograms); and c) estimate the conversion of ounces and grams and pounds and kilograms, using approximate comparison (1ounce is about 28 grams, or 1 gram is about the weight of a paper clip; 1 kilogram is a little more than 2 pounds).* **The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. Customary and metric units.*				
RC 3	**4.11**	The student will a) estimate and measure length, using actual measuring devices, and describe the results in both metric and U.S. Customary units, including part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, millimeters, centimeters, and meters; b) identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters); and c) estimate the conversion of inches and centimeters, yards and meters, and miles and kilometers, using approximate comparisons (1 inch is about 2.5 centimeters, 1 meter is a little longer than 1 yard, 1 mile is slightly farther than 1.5 kilometers, or 1 kilometer is slightly farther than half a mile).* **The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. Customary and metric units.*				
RC 3	**4.12**	The student will a) estimate and measure liquid volume, using actual measuring devices and using metric and U.S. Customary units, including cups, pints, quarts, gallons, milliliters, and liters; b) identify equivalent measurements between units within the U.S. Customary system (cups, pints, quarts, and gallons) and between units within the metric system (milliliters and liters); and c) estimate the conversion of quarts and liters, using approximate comparisons (1 quart is a little less than 1 liter, 1 liter is a little more than 1 quart).* ** The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. Customary and metric units.*				
RC 3	**4.13**	The student will a) identify and describe situations representing the use of perimeter and area; and b) use measuring devices to find perimeter in both standard and nonstandard units of measure.				
RC 3	**4.14**	The student will investigate and describe the relationships between and among points, lines, line segments, and rays.				
RC 3	**4.15**	The student will a) identify and draw representations of points, lines, line segments, rays, and angles, using a straightedge or ruler; and b) describe the path of shortest distance between two points on a flat surface.				
RC 3	**4.16**	The student will identify and draw representations of lines that illustrate intersection, parallelism, and perpendicularity.				
RC 3	**4.17**	The student will a) analyze and compare the properties of two-dimensional (plane) geometric figures (circle, square, rectangle, triangle, parallelogram, and rhombus) and three-dimensional (solid) geometric figures (sphere, cube, and rectangular solid [prism]); b) identify congruent and noncongruent shapes; and c) investigate congruence of plane figures after geometric transformations such as reflection (flip), translation (slide) and rotation (turn), using mirrors, paper folding, and tracing.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 3	**4.18**	The student will identify the order pair for a point and locate the point for an ordered pair in the first quadrant of a coordinate plane.				
RC 4	**4.19**	The student will a) predict the likelihood of outcomes of a simple event, using the terms *certain, likely, unlikely* , *impossible* ; and b) determine the probability of a given simple event, using concrete materials.				
RC 4	**4.20**	The student will collect, organize, and display data in line and bar graphs with scale increments of one or greater than one and use the display to interpret the results, draw conclusions, and make predictions.				
RC 5	**4.21**	The student will recognize, create, and extend numerical and geometric patterns, using concrete materials, number lines, symbols, tables and words.				
RC 5	**4.22**	The student will recognize and demonstrate the meaning of equality, using symbols representing numbers, operations, and relations [e.g., 3 + 5=5 + 3 and 15 + (35 + 16) = (15 + 35) + 16].				

Reporting Category Key

RC 1 Number and Number Sense
RC 2 Computation and Estimation
RC 3 Measurement and Geometry
RC 4 Probability and Statistics
RC 5 Patterns, Functions, and Algebra

Virginia Grade Level Alternative Worksheet

Grade 5 Reading

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**5.4**	The student will read fiction and nonfiction with fluency and accuracy. a) Use context to clarify meaning of unfamiliar words. b) Use knowledge of root words, prefixes, and suffixes. c) Use dictionary, glossary, thesaurus, and other word-reference materials.				
RC 1	**5.7**	The student will demonstrate comprehension of information from a variety of print resources. b) Organize information on charts, maps, and graphs.				
RC 2	**5.5**	The student will read and demonstrate comprehension of fiction. b) Describe character development in fiction and poetry selections. c) Describe the development of plot and explain how conflicts are resolved. e) Describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections.				
RC 2	**5.6**	The student will read and demonstrate comprehension of nonfiction. a) Use text organizers, such as type, headings, and graphics, to predict and categorize information. b) Identify structural patterns found in nonfiction. c) Locate information to support opinions, predictions, and conclusions. d) Identify cause-and-effect relationships. e) Identify compare-and contrast relationships.				
RC 2	**5.7**	The student will demonstrate comprehension of information from a variety of print resources. a) Develop notes that include important concepts, summaries, and identification of information sources.				

Reporting Category Key

RC 1 Use word analysis strategies

RC 2 Understand a variety of printed materials/resource materials

Virginia Grade Level Alternative Worksheet

Grade 5 Writing

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**3.9**	The student will write descriptive paragraphs. a) Develop a plan for writing. b) Focus on a central idea. c) Group related ideas. d) Include descriptive details that elaborate the central idea. e) Revise writing for clarity.				
RC 1	**3.10**	The student will write stories, letters, simple explanations, and short reports across all content areas. a) Use a variety of planning strategies. b) Organize information according to the type of writing. c) Identify the intended audience. d) Revise writing for specific vocabulary and information.				
RC 1	**4.7**	The student will write effective narratives, poems, and explanations. a) Focus on one aspect of a topic. b) Develop a plan for writing. c) Organize writing to convey a central idea. d) Write several related paragraphs on the same topic. e) Utilize elements of style, including word choice and sentence variation.				
RC 1	**5.8**	The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain. a) Choose planning strategies for various writing purposes. b) Organize information. c) Demonstrate awareness of intended audience. d) Use precise and descriptive vocabulary to create tone and voice. e) Vary sentence structure. f) Revise writing for clarity.				
RC 2	**3.11**	The student will edit writing for correct grammar, capitalization, punctuation, and spelling. a) Use complete and varied sentences. b) Use the word *I* in compound subjects. c) Use past and present verb tense. d) Use singular possessives. e) Use commas in a simple series. f) Use simple abbreviations. g) Use apostrophes in contractions with pronouns. h) Use correct spelling for high-frequency sight words, including irregular plurals.				
RC 2	**4.8**	The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. a) Use subject-verb agreement. b) Include prepositional phrases. c) Eliminate double negatives. d) Use noun-pronoun agreement. e) Use commas in series, dates, and addresses. f) Incorporate adjectives and adverbs. g) Use the articles *a, an,* and *the* correctly. h) Use correct spelling for frequently used words, including common homophones.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 2	**5.9**	The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. a) Use plural possessives. b) Use adjective and adverb comparisons. c) Identify and use interjections. d) Use apostrophes in contractions and possessives. e) Use quotation marks with dialogue. f) Use commas to indicate interrupters and in the salutation and closing of a letter. g) Use a hyphen to divide words at the end of a line. h) Edit for clausal fragments, run-on sentences, and excessive coordination.				

Reporting Category Key

RC 1 Plan, compose, and revise in a variety of forms for a variety of purposes

RC 2 Edit for correct use of language, capitalization, punctuation, and spelling

Virginia Grade Level Alternative Worksheet

Grade 5 Mathematics

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**5.1**	The student will a) read, write, and identify the place values of decimals through thousandths; b) round decimal numbers to the nearest tenth or hundredth; and c) compare the values of two decimals through thousandths, using the symbols >, <, or =.				
RC 1	**5.2**	The student will a) recognize and name commonly used fractions (halves, fourths, fifths, eighths, and tenths) in their equivalent decimal form and vice versa; and b) order a given set of fractions and decimals from least to greatest. Fractions will include like and unlike denominators limited to 12 or less, and mixed numbers.				
RC 2	**5.3**	The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators.				
RC 2	**5.4**	The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.				
RC 2	**5.5**	The student, given a dividend of four digits or fewer and a divisor of two digits or fewer, will find the quotient and remainder.				
RC 2	**5.6**	The student, given a dividend expressed as a decimal through thousandths and a single-digit divisor, will find the quotient.				
RC 2	**5.7**	The student will add and subtract with fractions and mixed numbers, with and without regrouping, and express answers in simplest form. Problems will include like and unlike denominators limited to 12 or less.				
RC 3	**5.8**	The student will describe and determine the perimeter of a polygon and the area of a square, rectangle, and right triangle, given the appropriate measures.				
RC 3	**5.9**	The student will identify and describe the diameter, radius, chord, and circumference of a circle.				
RC 3	**5.10**	The student will differentiate between perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.				
RC 3	**5.11**	The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of a) length – part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers; b) weight/mass – ounces, pounds, tons, grams, and kilograms; c) liquid volume – cups, pints, quarts, gallons, milliliters, and liters; d) area – square units; and e) temperature – Celsius and Fahrenheit units. *Problems also will include estimating the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at 0°C and 32°F, water boils at 100°C and 212°F, normal body temperature is about 37°C and 98.6°F).*				
RC 3	**5.12**	The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.				
RC 3	**5.13**	The student will measure a draw right, acute, and obtuse angles and triangles, using appropriate tools.				
RC 3	**5.14**	The student will classify angles and triangles as right, acute, or obtuse.				
RC 3	**5.15**	The student, using two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and trapezoid) will a) recognize, identify, describe, and analyze their properties in order to develop definitions of these figure; b) identify and explore congruent, noncongruent, and similar figures; c) investigate and describe the results of combining and subdividing shapes; d) identify and describe a line of symmetry; and e) recognize the images of figures resulting from geometric transformations such as translation (slide), reflection (flip), or rotation (turn).				

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 3	**5.16**	The student will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).				
RC 4	**5.17**	The student will a) solve problems involving the probability of a single event by using tree diagrams or by constructing a sample space representing all possible results; b) predict the probability of outcomes of simple experiments, representing it with fractions or decimals from 0 to 1, and test the prediction; and c) create a problem statement involving probability and based on information from a given problem situation. Students will not be required to solve the created problem statement.				
RC 4	**5.18**	The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, stem-and-leaf plots, and line graphs, to draw conclusions and make predictions.				
RC 4	**5.19**	The student will find the mean, median, mode, and range of a set of data.				
RC 5	**5.20**	The student will analyze the structure of numerical and geometric patterns (how they change or grow) and express the relationship, using words, tables, graphs, or a mathematical sentence. Concrete materials and calculators will be used.				
RC 5	**5.21**	The student will a) investigate and describe the concept of variable; b) use a variable expression to represent a given verbal quantitative expression, involving one operation; and c) write an open sentence to represent a given mathematical relationship, using a variable.				
RC 5	**5.22**	The student will create a problem situation based on a given open sentence using a single variable.				

Reporting Category Key

RC 1 Number and Number Sense
RC 2 Computation and Estimation
RC 3 Measurement and Geometry
RC 4 Probability and Statistics
RC 5 Patterns, Functions, and Algebra

Virginia Grade Level Alternative Worksheet

Grade 5 Science

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

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An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**4.1**	The student will plan and conduct investigations in which a) distinctions are made among observations, conclusions, inferences, and predictions; b) hypotheses are formulated based on cause-and-effect relationships; c) variables that must be held constant in an experimental situation are defined; d) appropriate instruments are selected to measure linear distance, volume, mass, and temperature; e) appropriate metric measures are used to collect, record, and report data; f) data are displayed using bar and basic line graphs; g) numerical data that are contradictory or unusual in experimental results are recognized; and h) predictions are made based on data from picture graphs, bar graphs, and basic line graphs.				
RC 1	**5.1**	The student will plan and conduct investigations in which a) rocks, minerals, and organisms are identified using a classification key; b) estimations of length, mass, and volume are made; c) appropriate instruments are selected and used for making quantitative observations of length, mass, volume, and elapsed time; d) accurate measurements are made using basic tools (thermometer, meter stick, balance, graduated cylinder); e) data are collected, recorded, and reported using the appropriate graphical representation (graphs, charts, diagrams); f) predictions are made using patterns, and simple graphical data are extrapolated; g) manipulated and responding variables are identified; and h) an understanding of the nature of science is developed and reinforced.				
RC 2	**4.2**	The student will investigate and understand characteristics and interaction of moving objects. Key concepts include a) motion is described by an object's direction and speed; b) forces cause changes in motion; c) friction is a force that opposes motion; and d) moving objects have kinetic energy.				
RC 2	**4.3**	The student will investigate and understand the characteristics of electricity. Key concepts include a) conductors and insulators; b) basic circuits (open/closed, parallel/series); c) static electricity; d) the ability of electrical energy to be transformed into heat, light, and mechanical energy; e) simple electromagnets and magnetism; and f) historical contributions in understanding electricity.				
RC 2	**5.2**	The student will investigate and understand how sound is transmitted and is used as a means of communication. Key concepts include a) frequency, waves, wavelength, vibration; b) the ability of different media (solids, liquids, and gases) to transmit sound; and c) uses and applications (voice, sonar, animal sounds, and musical instruments).				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 2	**5.3**	The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include a) the visible spectrum and light waves; b) refraction of light through water and prisms; c) reflection of light from reflective surfaces (mirrors); d) opaque, transparent, and translucent; and e) historical contributions in understanding light.				
RC 2	**5.4**	The student will investigate and understand that matter is anything that has mass, takes up space, and occurs as a solid, liquid, or gas. Key concepts include a) atoms, elements, molecules, and compounds; b) mixtures including solutions; and c) the effect of heat on the states of matter.				
RC 3	**4.4**	The student will investigate and understand basic plant anatomy and life processes. Key concepts include a) the structures of typical plants (leaves, stems, roots, and flowers); b) processes and structures involved with reproduction (pollination, stamen, pistil, sepal, embryo, spore, and seed); c) photosynthesis (sunlight, chlorophyll, water, carbon dioxide, oxygen, and sugar); and d) dormancy				
RC 3	**4.5**	The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include a) behavioral and structural adaptations; b) organization of communities; c) flow of energy through food webs; d) habitats and niches; e) life cycles and f) influence of human activity on ecosystems.				
RC 3	**4.8**	The student will investigate and understand important Virginia natural resources. Key concepts include b) animals and plants;				
RC 3	**5.5**	The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include a) basic cell structures and functions; b) kingdoms of living things; c) vascular and nonvascular plants; and d) vertebrates and invertebrates.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 4	**4.6**	The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include a) weather measurements and meteorological tools (air pressure – barometer, wind speed – anemometer, rainfall – rain gauge, and temperature – thermometer); and b) weather phenomena (fronts, clouds, and storms).				
RC 4	**4.7**	The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include a) the motions of the Earth, moon, and sun (revolution and rotation); b) the causes for the Earth's seasons and phases of the moon; c) the relative size, position, age, and makeup of the Earth, moon, and sun; and d) historical contributions in understanding the Earth-moon-sun system				
RC 4	**4.8**	The student will investigate and understand important Virginia natural resources. Key concepts include a) watershed and water resources; c) minerals, rocks, ores, and energy sources; and d) forest, soil, and land.				
RC 4	**5.6**	The student will investigate and understand characteristics of the ocean environment. Key concepts include a) geological characteristics (continental shelf, slope, rise); b) physical characteristics (depth, salinity, major currents); and c) biological characteristics (ecosystems).				
RC 4	**5.7**	The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include a) the rock cycle including identification of rock types; b) Earth history and fossil evidence; c) the basic structure of the Earth's interior; d) plate tectonics (earthquakes and volcanoes); e) weathering and erosion; and f) human impact.				

Reporting Category Key

RC 1 Scientific Investigation
RC 2 Force, Motion, Energy, and Matter
RC 3 Life Processes and Living Systems
RC 4 Earth/Space Systems and Cycle

Virginia Grade Level Alternative Worksheet

Grade 6 Reading

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**6.3**	The student will read and learn the meaning of unfamiliar words and phrases. a) Identify word origins, derivations, and inflections. b) Identify analogies and figurative language. c) Use context and sentences structure to determine meanings and differentiate among multiple meanings of words. d) Use word-reference materials.				
RC 1	**6.5**	The student will read and demonstrate comprehension of a variety of informational selections. c) Use context to determine meanings of unfamiliar words and technical vocabulary. g) Select informational sources appropriate for a given purpose.				
RC 2	**6.4**	The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry. a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. b) Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes. c) Describe the images created by language. d) Describe how word choice and imagery contribute to the meaning of a text. e) Describe caused-effect relationships and their impact on plot. f) Use information stated explicitly in the text to draw conclusions and make inferences. g) Explain how character and plot development are used in a selection to support a central conflict or story line. h) Paraphrase and summarize the main points in the text.				
RC 2	**6.5**	The student will read and demonstrate comprehension of a variety of informational selections. a) Identify questions to be answered. b) Make, confirm, or revise predictions. d) Draw conclusions and make inferences based on explicit and implied information. e) Organized the main idea and details to form a summary. f) Compare and contrast information about one topic contained in different selections.				

Reporting Category Key

RC 1 Use word analysis strategies and information resources.

RC 2 Demonstrate comprehension of printed materials.

Virginia Grade Level Alternative Worksheet

Grade 6 Mathematics

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

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An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**6.1**	The student will identify representations of a given percent and describe orally and in writing the equivalence relationship among fractions, decimals, and percents.				
RC 1	**6.2**	The student will describe and compare two sets of data, using ratios, and will use appropriate notations, such as a/b, a to b, and a:b.				
RC 1	**6.3**	The student will a) find common multiples and factors, including least common multiple and greatest common factor; b) identify and describe prime and composite numbers; and c) identify and describe the characteristics of even and odd integers.				
RC 1	**6.4**	The student will compare and order whole numbers, fractions, and decimals, using concrete materials, drawing or pictures, and mathematical symbols.				
RC 1	**6.5**	The student will identify, represent, order, and compare integers.				
RC 2	**6.6**	The student will a) solve problems that involve addition, subtraction, multiplication, and/or division with fractions and mixed numbers, with and without regrouping, that include like and unlike denominators of 12 or less, and express their answers in simplest forms; and b) find the quotient, given a dividend expressed as a decimal through thousandths and a divisor expressed as a decimal to thousandths with exactly one non-zero digit.				
RC 2	**6.7**	The student will use estimation strategies to solve multistep practical problems involving whole numbers, decimals, and fractions (rational numbers).				
RC 2	**6.8**	The student will solve multistep consumer-application problems involving fractions and decimals and present data and conclusions in paragraphs, tables, or graphs. Planning a budget will be included.				
RC 3	**6.9**	The student will compare and convert units of measure for length, area, weight/mass, and volume within the U.S. Customary system and within the metric system and estimate conversions between units in each system: a) length –part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers; b) weight/mass – ounces, pounds, tons, grams, and kilograms; c) liquid volume – cups, pints, quarts, gallons, milliliters, and liters; and d) area – square units.* **The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. customary and metric units.*				
RC 3	**6.10**	The student will estimate and then determine length, weight/mass, area, and liquid volume/capacity, using standard and nonstandard units of measure.				
RC 3	**6.11**	The student will determine if a problem situation involving polygons of four or fewer sides represents the application of perimeter or area and apply the appropriate formula.				
RC 3	**6.12**	The student will a) solve problems involving the circumference and/or area of a circle when given the diameter or radius; and b) derive approximations for pi (π) from measurements for circumference and diameter, using concrete materials or computer model.				
RC 3	**6.13**	The student will a) estimate angle measures, using 45°, 90°, and 180° as referents, and use the appropriate tools to measure the given angles; and b) measure and draw right, acute, and obtuse angles and triangles.				
RC 3	**6.14**	The student will identify, classify, and describe the characteristics of plane figures, describing their similarities, difference, and defining properties.				
RC 3	**6.15**	The student will determine congruence of segments, angles, and polygons by direct comparison, given their attributes. Examples of non-congruent and congruent figures will be included.				
RC 3	**6.17**	The student will sketch, construct models of, and classify solid figures (rectangular prism, cone, cylinder, and pyramid).				

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 4	**6.18**	The student, given a problem situation, will collect, analyze, display, and interpret data in a variety of graphical methods, including a) line, bar, and circle graphs;* b) stem-and-leaf plots; and c) box-and-whisker plots. **Circle graphs will be*				
RC 4	**6.19**	The student will describe the mean, median, and mode as measures of central tendency, describe the range, and determine their meaning for a set of data.				
RC 4	**6.20**	The student will a) make a sample space for selected experiments and represent it in the form of a list, chart, picture, or tree diagram; and b) determine and interpret the probability of an event occurring from a given sample space and represent the probability as a ratio, decimal, or percent, as appropriate for the given situation.				
RC 5	**6.21**	The student will investigate, describe, and extend numerical and geometric patterns, including triangular numbers, patterns formed by powers of 10, and arithmetic sequences.				
RC 5	**6.22**	The student will investigate and describe concepts of positive exponents, perfect squares, square roots, and, for numbers greater than 10, scientific notation. Calculators will be used to develop exponential patterns.				
RC 5	**6.23**	The student will a) model and solve algebraic equations, using concrete materials; b) solve one-step linear equations in one variable, involving whole number coefficients and positive rational solutions; and c) use the following algebraic terms appropriately: *variable, coefficient, term,* and *equation*.				

Reporting Category Key

RC 1 Number and Number Sense
RC 2 Computation and Estimation
RC 3 Measurement and Geometry
RC 4 Probability and Statistics
RC 5 Patterns, Functions, and Algebra

Virginia Grade Level Alternative Worksheet

Grade 7 Reading

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**7.4**	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases. a) Use roots and affixes to expand vocabulary. b) Recognize analogies and figurative language.				
RC 1	**7.7**	The student will apply knowledge of appropriate reference materials. a) Use print and electronic sources to locate information in books and articles. b) Use graphic organizers to organize information. c) Synthesize information from multiple sources.				
RC 2	**7.5**	The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry. a) Describe setting, character development, plot structure, theme, and conflict. c) Describe the impact of word choice, imagery, and poetic devices. e) Draw conclusions based on explicit and implied information. f) Make inferences based on explicit and implied information. g) Summarize text.				
RC 2	**7.6**	The student will read and demonstrate comprehension of a variety of informational texts. a) Use knowledge of text structures to aid comprehension. b) Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension. c) Distinguish fact from opinion in newspapers, magazines, and other print media. d) Identify the source, viewpoint, and purpose of texts. e) Describe how word choice and language structure convey an author's viewpoint. f) Summarize what is read. g) Organize and synthesize information for use in written and oral presentations.				

Reporting Category Key

RC 1 Use word analysis strategies and information resources

RC 2 Demonstrate comprehension of printed materials

Virginia Grade Level Alternative Worksheet

Grade 7 Mathematics

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**7.1**	The student will compare, order, and determine equivalent relationships between fractions, decimals, and percents, including scientific notation for numbers greater than 10.				
RC 1	**7.2**	The student will simplify expressions that contain rational numbers (whole numbers, fractions, and decimals) and positive exponents, using order of operations, mental mathematics, and appropriate tools.				
RC 1	**7.3**	The student will identify and apply the following properties of operations with real numbers: a) the commutative and associative properties for addition and multiplication; b) the distributive property; c) the additive and multiplicative identity properties; d) the additive and multiplicative inverse properties; and e) the multiplicative property of zero.				
RC 2	**7.4**	The student will a) solve practical problems using rational numbers (whole numbers, fractions, decimals) and percents; and b) solve consumer-application problems involving tips, discounts, sales tax, and simple interest.				
RC 2	**7.5**	The student will formulate rules for and solve practical problems involving basic operations (addition, subtraction, multiplication, and division) with integers.				
RC 2	**7.6**	The student will use proportions to solve practical problems, which may include scale drawings, that contain rational numbers (whole numbers, fractions, and decimals), and percents.				
RC 3	**7.7**	The student, given appropriate dimensions, will a) estimate and find the area of polygons by subdividing them into rectangles and right triangles; and b) apply perimeter and area formulas in practical situations.				
RC 3	**7.8**	The student will investigate and solve problems involving the volume and surface area of rectangular prisms and cylinders, using concrete materials and practical situations to develop formulas.				
RC 3	**7.9**	The student will compare and contrast the following quadrilaterals: parallelogram, rectangle, square, rhombus, and trapezoid. Deductive reasoning and inference will be used to classify quadrilaterals.				
RC 3	**7.10**	The student will identify and draw the following polygons: pentagon, hexagon, heptagon, octagon, nonagon, and decagon.				
RC 3	**7.11**	The student will determine if geometric figures – quadrilaterals and triangles – are similar and write proportions to express the relationships between corresponding parts of similar figures.				
RC 3	**7.12**	The student will identify and graph ordered pairs in the four quadrants of a coordinate plane.				
RC 3	**7.13**	The student, given a polygon in the coordinate plane, will represent transformations - rotation and translation - by graphing the coordinates of the vertices of the transformed polygon and sketching the resulting figure.				
RC 4	**7.14**	The student will investigate and describe the difference between the probability of an event found through simulation versus the theoretical probability of that same event.				
RC 4	**7.15**	The student will identify and describe the number of possible arrangements of several objects, using a tree diagram or the Fundamental (Basic) Counting Principle.				

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 4	**7.16**	The student will create and solve problems involving the measures of central tendency (mean, median, mode), and range of a set of data.				
RC 4	**7.17**	The student, given a problem situation, will collect, analyze, display, and interpret data, using a variety of graphical methods, including a) frequency distributions; b) line plots; c) histograms; d) stem-and-leaf plots; e) box-and-whisker plots; and f) scattergrams.				
RC 4	**7.18**	The student will make inference, conjectures, and predictions based on analysis of a set of data.				
RC 5	**7.19**	The student will represent, analyze, and generalize a variety of patterns, including arithmetic sequences and geometric sequences, with tables, graphs, rules, and words in order to investigate and describe functional relationships.				
RC 5	**7.20**	The student will write verbal expressions as algebraic expressions and sentences as equations.				
RC 5	**7.21**	The student will use the following algebraic terms appropriately: *equation, inequality* , and *expression* .				
RC 5	**7.22**	The student will a) solve one-step linear equations and inequalities in one variable with strategies involving inverse operations and integers, using concrete materials, pictorial representations, and paper and pencil: and b) solve practical problems requiring the solution of a one-step linear equation.				

Reporting Category Key

RC 1 Number and Number Sense
RC 2 Computation and Estimation
RC 3 Measurement and Geometry
RC 4 Probability and Statistics
RC 5 Patterns, Functions, and Algebra

Virginia Grade Level Alternative Worksheet

Grade 8 Reading

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**8.4**	The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development. a) Identify simile, metaphor, personification, hyperbole, and analogy. b) Use context, structure, and connotations to determine meaning of words and phrases.				
RC 2	**8.5**	The student will read and analyze a variety of narrative and poetic forms. a) Explain the use of symbols and figurative language. b) Describe inferred main ideas or themes, using evidence from the text as support. c) Describe how authors use characters, conflict, point of view, and tone to create meaning.				
RC 2	**8.6**	The student will read, comprehend, and analyze a variety of informational sources. c) Analyze the author's use of text structure and word choice. d) Analyze details for relevance and accuracy. e) Read and follow instructions to complete an assigned task. f) Summarize and critique text. g) Evaluate and synthesize information to apply in written and oral presentations. h) Draw conclusions based on explicit and implied information. i) Make inference based on explicit and implied information.				

Reporting Category Key

RC 1 Use word analysis strategies and information resources.

RC 2 Demonstrate comprehension of printed materials.

Virginia Grade Level Alternative Worksheet

Grade 8 Writing

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

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_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**6.6**	The Student will write narratives, descriptions, and explanations. a) Use a variety of planning strategies to generate and organize ideas. b) Establish central idea, organization, elaboration, and unity. c) Select vocabulary and information to enhance the central idea, tone, and voice. d) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. e) Revise writing for clarity.				
RC 1	**7.8**	The student will develop narrative, expository and persuasive writing. a) Apply knowledge of prewriting strategies. b) Elaborate the central idea in an organized manner. c) Choose vocabulary and information that will create voice and tone. d) Use clauses and phrases to vary sentences. e) Revise writing for clarity and effect.				
RC 1	**8.7**	The student will write in a variety of forms, including narrative, expository, persuasive, and informational. a) Use prewriting strategies to generate and organize ideas. b) Organize details to elaborate the central idea. c) Select specific vocabulary and information. d) Revise writing for word choice, sentence variety, and transitions among paragraphs.				
RC 2	**6.7**	The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure. b) Use subject-verb agreement with intervening phrases and clauses. c) Use pronoun-antecedent agreement to include indefinite pronouns. d) Maintain consistent tense inflections across paragraphs. e) Choose adverbs to describe verbs, adjectives, and other adverbs. f) Use correct spelling for frequently used words.				
RC 2	**7.9**	The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. c) Choose pronouns to agree with antecedents. d) Use subject-verb agreement with intervening phrases and clauses. e) Edit for verb tense consistency.				
RC 2	**8.8**	The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. c) Choose the correct case and number for pronouns in prepositional phrases with compound objects. d) Maintain consistent verb tense across paragraphs. e) Use comparative and superlative degrees in adverbs and adjectives.				

Reporting Category Key

RC 1 Plan, compose, and revise in a variety of forms for a variety of purposes

RC 2 Edit for correct use of language, capitalization, punctuation, and spelling

Virginia Grade Level Alternative Worksheet

Grade 8 Mathematics

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**8.1**	The student will a) simplify numerical expressions involving positive exponents, using rational numbers, order of operations, and properties of operations with real numbers; b) recognize, represent, compare, and order numbers expressed in scientific notation; and c) compare and order decimals, fractions, percents, and numbers written in scientific notation.				
RC1	**8.2**	The student will describe orally and in writing the relationship between the subsets of the real numbers system.				
RC 2	**8.3**	The student will solve practical problems involving rational numbers, percents, ratios, and proportions. Problems will be of varying complexities and will involve real-life data, such as finding a discount and discount prices and balancing a checkbook.				
RC 2	**8.4**	The student will apply the order of operations to evaluate algebraic expressions for given replacement values of the variables. Problems will be limited to positive exponents.				
RC 2	**8.5**	The student, given a whole number from 0 to 100, will identify it as a perfect square or find the two consecutive whole numbers between which the square root lies.				
RC 3	**8.6**	The student will verify by measuring and describe the relationships among vertical angles, supplementary angles, and complementary angles and will measure and draw angles of less than 360°.				
RC 3	**8.7**	The student will investigate and solve practical problems involving volume and surface area of rectangular solids (prisms), cylinders, cones, and pyramids.				
RC 3	**8.8**	The student will apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures represented on graph paper. The student will identify applications of transformations, such as tiling, fabric design, art, and scaling.				
RC 3	**8.9**	The student will construct a three-dimensional model, given the top, side, and/or bottom view.				
RC 3	**8.10**	The student will a) verify the Pythagorean Theorem, using diagrams, concrete materials, and measurement; and b) apply the Pythagorean Theorem to find the missing length of a side of a right triangle when given the lengths of the other two sides.				
RC 4	**8.11**	The student will analyze problem situations, including games of chance, board games, or grading scales, and make predictions, using knowledge of probability.				
RC 4	**8.12**	The student will make comparisons, predictions, and inferences, using information displayed in frequency distributions; box-and-whisker plots; scattergrams; line, bar, circle and picture graphs; and histograms.				
RC 4	**8.13**	The student will use a matrix to organize and describe data.				
RC 5	**8.14**	The student will a) describe and represent relations and functions, using tables, graphs, and rules; and b) relate and compare tables, graphs, and rules as different forms of representation for relationships.				
RC 5	**8.15**	The student will solve two-step equations and inequalities in one variable, using concrete materials, pictorial representations, and paper and pencil.				

Virginia Grade Level Alternative Worksheet

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 5	**8.16**	The student will graph a linear equation in two variables in the coordinate plane, using a table of ordered pairs.				
RC 5	**8.17**	The student will create and solve problems using proportions, formulas, and functions.				
RC 5	**8.18**	The student will use the following algebraic terms appropriately: *domain, range, independent variable,* and *dependent variable* .				

Reporting Category Key

RC 1 Number and Number Sense
RC 2 Computation and Estimation
RC 3 Measurement and Geometry
RC 4 Probability and Statistics
RC 5 Patterns, Functions, and Algebra

Virginia Grade Level Alternative Worksheet

Grade 8 History and Social Science

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**USI.4**	The student will demonstrate knowledge of European exploration in North America and West Africa by a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations; b) describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict.				
RC 1	**USI.5**	The student will demonstrate knowledge of the factors that shaped colonial America by a) describing the religious and economic events and conditions that led to the colonization of America; c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves; d) identifying the political and economic relationships between the colonies and England.				
RC 1	**USI.6**	The student will demonstrate knowledge of the causes and results of the American Revolution by a) identifying the issues of dissatisfaction that led to the American Revolution; c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine; d) explaining reasons why the colonies were able to defeat Britain.				
RC 1	**USI.7**	The student will demonstrate knowledge of the challenges faced by the new nation by d) describing the major accomplishments of the first five presidents of the United States.				
RC 1	**USI.8**	The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California; d) identifying the main ideas of the abolitionist and suffrage movements.				
RC 1	**USI.9**	The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by a) describing the cultural, economic, and constitutional issues that divided the nation; b) explaining how the issues of states' rights and slavery increased sectional tensions; d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war; f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.				
RC 1	**USI.10**	The student will demonstrate knowledge of the effects of Reconstruction on American life by b) describing the impact of Reconstruction policies on the South.				

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 2	**USII.3**	The student will demonstrate knowledge of how life changed after the Civil War by a) identifying the reasons for westward expansion; b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion; c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans in the post-Reconstruction South; e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.				
RC 2	**USII.4**	The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by a) explaining the reasons for and results of the Spanish American War; b) explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war.				
RC 2	**USII.5**	The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by b) describing the social changes that took place, including Prohibition, and the Great Migration north; c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O'Keeffe and including the Harlem Renaissance.				
RC 2	**USII.6**	The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor; b) describing the major events and turning points of the war in Europe and the Pacific; c) describing the impact of World War II on the homefront.				
RC 2	**USII.7**	The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations; c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges; d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.				
RC 2	**USII.8**	The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by b) describing the development of new technologies and their impact on American life.				
RC 3	**USI.2**	The student will use maps, globes, photographs, pictures, and tables to a) locate the seven continents; b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range; c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.				
RC 3	**USI.3**	The student will demonstrate knowledge of how early cultures developed in North America by a) locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois); b) describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.				

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 3	**USI.5**	The student will demonstrate knowledge of the factors that shaped colonial America by b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment.				
RC 3	**USI.9**	The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by c) identifying on a map the states that seceded from the Union and those that remained in the Union; e) using maps to explain critical developments in the war, including major battles.				
RC 3	**USII.2**	The student will use maps, globes, photographs, pictures, and tables for a) explaining how physical features and climate influenced the movement of people westward; b) explaining relationships among natural resources, transportation, and industrial development after 1877; c) locating the 50 states and the cities most significant to the historical development of the United States.				
RC 4	**USI.4**	The student will demonstrate knowledge of European exploration in North America and West Africa by c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.				
RC 4	**USI.8**	The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by b) identifying the geographic and economic factors that influenced the westward movement of settlers; c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.				
RC 4	**USII.3**	The student will demonstrate knowledge of how life changed after the Civil War by d) explaining the rise of big business, the growth of industry, and life on American farms.				
RC 4	**USII.5**	The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by a) explaining how developments in transportation (including the use of the automobile), communication, and electrification changed American life; d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.				
RC 4	**USII.7**	The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by b) describing the conversion from a wartime to a peacetime economy.				
RC 4	**CE.9**	The student will demonstrate knowledge of how economic decisions are made in the marketplace by a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption; b) comparing the differences among free market, command, and mixed economies; c) describing the characteristics of the United States economy, including free markets, private property, profit, and competition.				
RC 4	**CE.10**	The student will demonstrate knowledge of the structure and operation of the United States economy by a) describing the types of business organizations and the role of entrepreneurship; b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact; c) explaining how financial institutions encourage saving and investing; d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.				

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 4	**CE.11**	The student will demonstrate knowledge of the role of government in the United States economy by a) examining competition in the marketplace; b) explaining the creation of public goods and services; c) describing the impact of taxation, including an understanding of the reasons for the 16th amendment, spending, and borrowing; d) explaining how the Federal Reserve System regulates the money supply; e) describing the protection of consumer rights and property rights.				
RC 4	**CE.12**	The student will demonstrate knowledge of career opportunities by a) identifying talents, interests, and aspirations that influence career choice; b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success; c) identifying skills and education that careers require; d) examining the impact of technological change on career opportunities.				
RC 5	**USI.6**	The student will demonstrate knowledge of the causes and results of the American Revolution by b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke.				
RC 5	**USI.7**	The student will demonstrate knowledge of the challenges faced by the new nation by a) identifying the weaknesses of the government established by the Articles of Confederation; b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights; c) identifying the conflicts that resulted in the emergence of two political parties.				
RC 5	**USI.10**	The student will demonstrate knowledge of the effects of Reconstruction on American life by a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America.				
RC 5	**USII.8**	The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by a) examining the Civil Rights Movement and the changing role of women.				
RC 5	**CE.2**	The student will demonstrate knowledge of the foundations of American constitutional government by a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government; b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights; c) identifying the purposes for the Constitution of the United States as they are stated in its Preamble.				
RC 5	**CE.3**	The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by a) describing the processes by which an individual becomes a citizen of the United States; b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws; c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court; d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society; e) evaluating how civic and social duties address community needs and serve the public good.				

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 5	**CE.4**	The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by a) practicing trustworthiness and honesty; b) practicing courtesy and respect for the rights of others; c) practicing responsibility, accountability, and self- reliance; d) practicing respect for the law; e) practicing patriotism.				
RC 5	**CE.5**	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by a) describing the functions of political parties; b) comparing the similarities and differences of political parties; c) analyzing campaigns for elective office, with emphasis on the role of the media; d) examining the role of campaign contributions and costs; e) describing voter registration and participation; f) describing the role of the Electoral College in the election of the President and Vice President.				
RC 5	**CE.6**	The student will demonstrate knowledge of the American constitutional government by a) explaining the relationship of state governments to the national government in the federal system; b) describing the structure and powers of local, state, and national governments; c) explaining the principle of separation of powers and the operation of checks and balances; d) identifying the procedures for amending the Constitution of the United States.				
RC 5	**CE.7**	The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by a) explaining the lawmaking process; b) describing the roles and powers of the executive branch; c) examining the impact of the media on public opinion and public policy; d) describing how individuals and interest groups influence public policy.				
RC 5	**CE.8**	The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by a) describing the organization and jurisdiction of federal and state courts; b) describing the exercise of judicial review; c) explaining court proceedings in civil and criminal cases; d) explaining how due process protections seek to ensure justice.				

Reporting Category Key
RC 1 United States History to 1877
RC 2 United States History: 1877 to the Present
RC 3 Geography
RC 4 Economics
RC 5 Civics

Virginia Grade Level Alternative Worksheet

Grade 8 Science (1995)

For students completing Gr 8 Science on a semester block schedule in Fall 2007

Student's Name: _____ State Testing Identifier:_____

Check all that apply:

_____ Assigned scores have been entered into the online VGLA System.

_____ Assigned scores have been verified and submitted for final scoring in the online VGLA System.

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**6.1**	The student will plan and conduct investigations in which a) observations are made involving fine discrimination between similar objects and organisms; b) a classification system is developed based on multiple attributes; c) differences in descriptions and working definitions are made; d) precise and approximate measures are recorded; e) scale models are used to estimate distance, volume, and quantity; f) hypotheses are stated in ways that identify the independent (manipulated) and dependent (responding) variables; g) a method is devised to test the validity of predictions and inferences; h) one variable is manipulated over time with many repeated trials; i) data are collected, recorded, analyzed, and reported using appropriate metric measurement; j) data are organized and communicated through graphical representation (graphs, charts, and diagrams); and k) models are designed to explain a sequence.				
RC 1	**6.2**	The student will demonstrate scientific reasoning and logic. Key concepts include a) ideas are investigated by asking for and actively seeking information; b) multiple tests of ideas are performed before accepting or rejecting them; c) alternative scientific explanations are analyzed; and d) conclusions are based on scientific evidence obtained from a variety of sources.				
RC 1	**LS.1**	The student will plan and conduct investigations in which a) data are organized into tables showing repeated trials and means; b) variables are defined; c) SI (metric) units are used; d) criteria are established for evaluating a prediction; e) models are constructed to illustrate and explain phenomena; f) sources of experimental error are identified; g) dependent variables, independent variables, and constants are identified; h) variables are controlled to test hypotheses and trials are repeated; i) continuous line graphs are constructed, interpreted, and used to make predictions; and j) interpretations from the same set of data are evaluated and defended.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**PS.1**	The student will plan and conduct investigations in which a) length, mass, volume, density, temperature, weight, and force are accurately measured and reported using the International System of Units (SI - metric); b) triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and spring scales are used to gather data; c) data from experiments are recorded and interpreted from bar, line, and circle graphs; d) research skills are utilized using a variety of resources; e) independent and dependent variables, constants, controls, and repeated trials are identified; f) valid conclusions are made after analyzing data; g) research methods are used to investigate practical problems and questions; and h) experimental results are presented in appropriate written form.				
RC 2	**6.3**	The student will investigate and understand sources of energy and their transformations Key concepts include a) potential and kinetic energy; b) energy sources (fossil fuels, wood, wind, water, solar, and nuclear power); and c) energy transformations (mechanical to electrical, electrical to heat/light, chemical to light, and chemical to electrical/light).				
RC 2	**6.4**	The student will investigate and understand basic characteristics of electricity. Key concepts include a) electrical energy can be produced from a variety of energy sources and can be transformed into almost any other form of energy; b) electricity is related to magnetism; c) currents are either alternating or direct; d) circuits can be parallel or series; e) electrical energy can be described in volts and amps; and f) electrical energy consumption is measured using common units (kilowatts/kilowatt hours).				
RC 2	**6.5**	The student will investigate and understand that all matter is made up of atoms. Key concepts include a) atoms are made up of electrons, protons, and neutrons; b) atoms of any element are alike but are different from atoms of other elements; and c) historical development and significance of discoveries related to the atom.				
RC 2	**6.6**	The student will investigate and understand how to classify materials as elements, compounds, or mixtures. Key concepts include a) mixtures can be separated by physical processes; b) compounds can only be separated by chemical processes; and c) elements cannot be separated by physical or chemical means.				
RC 2	**6.7**	The student will investigate and understand that matter has physical and chemical properties and can undergo change. Key concepts include a) physical changes; and b) changes in chemical composition, including oxidation reactions (rusting and burning), photosynthesis, and acid-base neutralization reactions.				

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 2	**PS.2**	The student will investigate and understand the basic nature of matter. Key concepts include a) the particle theory of matter; b) elements, compounds, mixtures, acids, bases, salts, organic, inorganic, solids, liquids, and gases; c) characteristics of types of matter based on physical and chemical properties; d) physical properties (shape, density, solubility, odor, melting point, boiling point, color); and e) chemical properties (acidity, basicity, combustibility, reactivity).				
RC 2	**PS.3**	The student will investigate and understand various models of atomic structure including Bohr and Cloud (quantum) models.				
RC 2	**PS.4**	The student will investigate and understand how to use the periodic table of elements to obtain information. Key concepts include a) symbols, atomic numbers, atomic mass, chemical families, periods, valence numbers metals, metalloids, and nonmetals; and b) binary compounds (chemical activity, physical properties, formulas, and nature of bonding).				
RC 2	**PS.5**	The student will investigate and understand changes in matter and the relationship of these changes to the Law of Conservation of Matter and Energy. Key concepts include a) physical changes (effect of temperature on state, particle size on solubility, and temperature on solubility); b) nuclear reactions (products of fusion and fission and their effects on human beings and the environment); and c) chemical changes (types of reactions, reactants and products, and balanced equations).				
RC 2	**PS.6**	The student will investigate and understand states and forms of energy and how energy is transferred and transformed. Key concepts include a) potential and kinetic energy; b) mechanical, chemical, and electrical energy; and c) heat, light, and sound.				
RC 2	**PS.7**	The student will investigate and understand temperature scales, heat, and heat transfer. Key concepts include a) absolute zero, phase change, freezing point, melting point, boiling point, conduction, convection, radiation, vaporization, and condensation; and b) applications of heat transfer (heat engines, thermostats, and refrigeration).				
RC 2	**PS.8**	The student will investigate and understand characteristics of sound and technological applications of sound waves. Key concepts include a) wave length, frequency, amplitude, interference; and b) technological applications of sound.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 2	**PS.9**	The student will investigate and understand the nature and technological applications of light. Key concepts include a) reflection, refraction, particle theory, wave theory; and b) electromagnetic spectrum.				
RC 2	**PS.10**	The student will investigate and understand scientific principles and technological applications of work, force, and motion. Key concepts include a) work, force, mechanical advantage, efficiency, power, horsepower, gravitational force, speed/velocity, mass/weight, Newton's three laws of motion, acceleration; and b) applications (simple machines, compound machines, powered vehicles, rockets, restraining devices, projectiles).				
RC 2	**PS.11**	The student will investigate and understand basic principles of electricity and magnetism. Key concepts include a) static, current, circuits; and b) magnetic fields and electromagnets.				
RC 3	**6.8**	The student will investigate and understand that organisms perform life processes that are essential for the survival and perpetuation of the species. Key concepts include a) energy transformation (from food or photosynthesis); and b) respiration, movement, waste removal, growth, irritability (response), and reproduction.				
RC 3	**LS.2**	The student will investigate and understand that all living things are composed of cells. Key concepts include a) cell structure and organelles (cell membrane, cell wall, cytoplasm, vacuole, mitochondrion, endoplasmic reticulum, nucleus, and chloroplast); b) similarities and differences between plant and animal cells; c) development of cell theory; and d) cell division (mitosis and meiosis).				
RC 3	**LS.3**	The student will investigate and understand that living things show patterns of cellular organization. Key concepts include a) cells, tissues, organs, and systems; and b) functions and processes of cells, tissues, organs, and systems (respiration, removal of wastes, growth, reproduction, digestion, and cellular transport).				
RC 3	**LS.4**	The student will investigate and understand that the basic needs of organisms must be met in order to carry out life processes. Key concepts include a) plant needs (light and energy sources, water, gases, nutrients); b) animal needs (food, water, gases, shelter, space); and c) factors that influence life processes.				

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 3	**LS.5**	The student will investigate and understand classification of organisms. Key concepts include a) differences in number, color, size, shape, and texture of external and internal structures; and b) variation in method of locomotion, obtaining nourishment, and reproduction.				
RC 3	**LS.6**	The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include a) energy transfer between sunlight and chlorophyll; b) transformation of water and carbon dioxide into sugar, water, and oxygen; and c) photosynthesis as the foundation of food webs.				
RC 3	**LS.13**	The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include a) the role of DNA; b) characteristics that can and cannot be inherited; c) genetic engineering and its applications; and d) historical contributions and significance of discoveries related to genetics.				
RC 3	**LS.14**	The student will investigate and understand that organisms change over time. Key concepts include a) the relationships of mutation, adaptation, natural selection, and extinction;				
RC 4	**6.9**	The student will investigate and understand that organisms depend on other organisms and the nonliving components of the environment. Key concepts include a) producers, consumers, and decomposers; b) food webs and food pyramids; and c) cycles (water, carbon dioxide/oxygen, nitrogen).				
RC 4	**LS.7**	The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include a) interactions resulting in a flow of energy and matter throughout the system; b) complex relationships in terrestrial, freshwater, and marine ecosystems; and c) energy flow in food chains, food webs, and food pyramids.				
RC 4	**LS.8**	The student will investigate and understand that interactions exist among members of a population. Key concepts include a) competition, cooperation, social hierarchy, territorial imperative; and b) influence of behavior on population interactions.				
RC 4	**LS.9**	The student will investigate and understand interactions among populations in a biological community. Key concepts include a) the relationship among producers, consumers, and decomposers in food chains and food webs; b) the relationship of predators and prey; c) competition and cooperation; d) symbiotic relationships and niches; and e) the role of parasites and their hosts.				

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 4	**LS.10**	The student will investigate and understand how organisms adapt to biotic and abiotic factors in a biome. Key concepts include a) differences between ecosystems and biomes; b) characteristics of land, marine, and freshwater biomes; and c) adaptations that enable organisms to survive within a specific biome.				
RC 4	**LS.11**	The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and change over time (daily, seasonal, and long term). Key concepts include a) phototropism, hibernation, and dormancy; b) factors that increase or decrease population size; and c) eutrophication, climate change, and catastrophic disturbances.				
RC 4	**LS.12**	The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include a) food production and harvest; b) change in habitat size, quality, and structure; c) change in species competition; and d) population disturbances and factors that threaten and enhance species survival.				
RC 5	**6.10**	The student will investigate and understand the organization of the solar system and the relationships among the various bodies that comprise it. Key concepts include a) the sun, moon, Earth, other planets and their moons, meteors, asteroids, and comets; b) relative size of and distance between planets; c) the role of gravity; d) revolution and rotation; e) the mechanics of day and night and phases of the moon; f) the relationship of the Earth's tilt and seasons; g) the cause of tides; and h) the history and technology of space exploration.				
RC 5	**6.11**	The student will investigate and understand public policy decisions relating to the environment. Key concepts include a) management of renewable resources (water, air, plant life, animal life); b) management of nonrenewable resources (coal, oil, natural gas, nuclear power); and c) cost/benefit tradeoffs in conservation policies.				
RC 5	**LS.12**	The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include e) environmental issues (water supply, air quality, energy production, and waste management).				
RC 5	**LS.14**	The student will investigate and understand that organisms change over time. Key concepts include b) evidence of evolution of different species in the fossil record; and c) how environmental influences, as well as genetic variation, can lead to diversity of organisms.				

Reporting Category Key
RC 1 Scientific Investigation
RC 2 Force, Motion, Energy, and Matter
RC 3 Life Systems
RC 4 Ecosystems
RC 5 Earth and Space Systems

Grade 8 Science (2003)

For students completing Grade 8 Science in Spring 2008

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System.**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**6.1**	The student will plan and conduct investigations in which a) observations are made involving fine discrimination between similar objects and organisms; b) a classification system is developed based on multiple attributes; c) precise and approximate measures are recorded; d) scale models are used to estimate distance, volume, and quantity; e) hypotheses are stated in ways that identify the independent (manipulated) and dependent (responding) variables; f) a method is devised to test the validity of predictions and inferences; g) one variable is manipulated over time with many repeated trials; h) data are collected, recorded, analyzed, and reported using appropriate metric measurement; i) data are organized and communicated through graphical representation (graphs, charts, and diagrams); j) models are designed to explain a sequence; and k) an understanding of the nature of science is developed and reinforced				
RC 1	**LS.1**	The student will plan and conduct investigations in which a) data are organized into tables showing repeated trials and means; b) variables are defined; c) metric units (SI International System of Units) are used; d) models are constructed to illustrate and explain phenomena; e) sources of experimental error are identified; f) dependent variables, independent variables, and constants are identified; g) variables are controlled to test hypotheses, and trials are repeated; h) continuous line graphs are constructed, interpreted, and used to make predictions; i) interpretations from a set of data are evaluated and defended; and j) an understanding of the nature of science is developed and reinforced.				
RC 1	**PS.1**	The student will plan and conduct investigations in which a) chemicals and equipment are used safely; b) length, mass, volume, density, temperature, weight, and force are accurately measured and reported using metric units (SI- International System of Units); c) conversions are made among metric units, applying appropriate prefixes; d) triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and spring scales are used to gather data; e) numbers are expressed in scientific notation where appropriate; f) research skills are utilized using a variety of resources; g) independent and dependent variables, constants, controls, and repeated trials are identified; h) data tables showing the independent and dependent variables, derived quantities, and the number of trials are constructed and interpreted; i) data tables for descriptive statistics showing specific measures of central tendency, the range of the data set, and the number of repeated trials are constructed and interpreted; j) frequency distributions, scattergrams, line plots, and histograms are constructed and interpreted; k) valid conclusions are made after analyzing data; l) research methods are used to investigate practical problems and questions; m) experimental results are presented in appropriate written form; and n) an understanding of the nature of science is developed and reinforced.				

RC 2	**6.2**	The student will investigate and understand basic sources of energy, their origins transformations, and uses. Key concepts include a) potential and kinetic energy; and e) energy transformations (heat/light to mechanical, chemical, and electrical energy).				
RC 2	**6.4**	The student will investigate and understand that all matter is made up of atoms. Key concepts include a) atoms are made up of electrons, protons, and neutrons; b) atoms of any element are alike but are different from atoms of other elements; c) elements may be represented by chemical symbols; d) two or more atoms may be chemically combined; e) compounds may be represented by chemical formulas; f) chemical equations can be used to model chemical changes; and g) a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.				
RC 2	**6.5**	The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include a) water as the universal solvent; b) the properties of water in all three states;				
RC 2	**6.6**	The student will investigate and understand the properties of air and the structure and dynamics of Earth's atmosphere. Key concepts include a) air as a mixture of gaseous elements and compounds;				
RC 2	**PS.2**	The student will investigate and understand the basic nature of matter. Key concepts include a) the particle theory of matter; b) elements, compounds, mixtures, acids, bases, and salts; c) solids, liquids, and gases; d) characteristics of types of matter based on physical and chemical properties, e) physical properties (shape,density,solubility,odor, melting point, boiling point, color) f) chemical properties (acidity, basicity, combustibility, reactivity).				
RC 2	**PS.3**	The student will investigate and understand the modern and historical models of atomic structure. Key concepts include a) the contributions of Dalton, Thomson, Rutherford, and Bohr in understanding the atom; and b) the modern model of atomic structure.				
RC 2	**PS.4**	The student will investigate and understand the organization and use of the periodic table of elements to obtain information. Key concepts include a) symbols, atomic number, atomic mass, chemical families (groups), and periods; b) classification of elements as metals, metalloids, and nonmetals; and c) simple compounds (formulas and the nature of bonding).				
RC 2	**PS.5**	The student will investigate and understand changes in matter and the relationship of these changes to the Law of Conservation of Matter and Energy. Key concepts include a) physical changes; b) nuclear reactions (products of fusion and fission and the effect of these products on humans and the environment); and c) chemical changes (types of reactions, reactants, and products; and balanced equations).				
RC 2	**PS.6**	The student will investigate and understand states and forms of energy and how energy is transferred and transformed. Key concepts include a) potential and kinetic energy; b) mechanical, chemical, and electrical energy; and c) heat, light, and sound.				
RC 2	**PS.7**	The student will investigate and understand temperature scales, heat, and heat transfer. Key concepts include a) Celsius and Kelvin temperature scales and absolute zero; b) phase change, freezing point, melting point, boiling point, vaporization, and condensation; c) conduction, convection, and radiation; and d) applications of heat transfer (heat engines, thermostats, refrigeration, and heat pumps).				

RC 2	**PS.8**	The student will investigate and understand characteristics of sound and technological applications of sound waves. Key concepts include a) wavelength, frequency, speed, and amplitude; b) resonance; c) the nature of mechanical waves; and d) technological applications of sound.				
RC 2	**PS.9**	The student will investigate and understand the nature and technological applications of light. Key concepts include a) the wave behavior of light (reflection, refraction, diffraction, and interference); b) images formed by lenses and mirrors; and c) the electromagnetic spectrum.				
RC 2	**PS.10**	The student will investigate and understand scientific principles and technological applications of work, force, and motion. Key concepts include a) speed, velocity, and acceleration; b) Newton's laws of motion; c) work, force, mechanical advantage efficiency, and power; and d) applications (simple machines, compound machines, powered vehicles, rockets, and restraining devices.)				
RC 2	**PS.11**	The student will investigate and understand basic principles of electricity and magnetism. Key concepts include a) static electricity, current electricity, and circuits; b) magnetic fields and electromagnets; and c) motors and generators.				
RC 3	**LS.2**	The student will investigate and understand that all living things are composed of cells. Key concepts include a) cell structure and organelles (cell membrane, cell wall, cytoplasm, vacuole, mitochondrion, endoplasmic reticulum, nucleus, and chloroplast); b) similarities and differences between plant and animal cells; c) development of cell theory; and d) cell division (mitosis and meiosis).				
RC 3	**LS.3**	The student will investigate and understand that living things show patterns of cellular organization. Key concepts include a) cells, tissues, organs, and systems; and b) life functions and processes of cells, tissues, organs, and systems (respiration, removal of wastes, growth, reproduction, digestion, and cellular transport).				
RC 3	**LS.4**	The student will investigate and understand that the basic needs of organisms must be met in order to carry out life processes. Key concepts include a) plant needs (light, water, gases and nutrients); b) animal needs (food, water, gases, shelter, space); and c) factors that influence life processes.				
RC 3	**LS.5**	The student will investigate and understand how organisms can be classified. Key concepts include a) the distinguishing characteristics of kingdoms of organisms; b) the distinguishing characteristics of major animal and plant phyla; and c) the characteristics of the species.				
RC 3	**LS.6**	The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include a) energy transfer between sunlight and chlorophyll; b) transformation of water and carbon dioxide into sugar and oxygen; and c) photosynthesis as the foundation of virtually all food webs.				
RC 3	**LS.13**	The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include a) the role of DNA; b) the function of genes and chromosomes; c) genotypes and phenotypes; d) factors affecting the expression of traits; e) characteristics that can and cannot be inherited; f) genetic engineering and its applications; and g) historical contributions and significance of discoveries related to genetics.				
RC 3	**LS.14**	The student will investigate and understand that organisms change over time. Key concepts include a) the relationships of mutation, adaptation, natural selection, and extinction.				

RC 4	**6.7**	The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include a) the health of ecosystems and the abiotic factors of a watershed; b) the loction and structure of Virginia's regional watershed systems; c) divides, tributaries, river systems, and river and stream processes; d) wetlands; e) estuaries; f) major conservation, health, and safety issues associated with watersheds; and g) water monitoring and analysis using field equipment including hand-held technology.				
RC 4	**LS.7**	The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include a) the carbon, water, and nitrogen cycles; b) interactions resulting in a flow of energy and matter throughout the system; c) complex relationships in terrestrial, freshwater, and marine ecosystems; and d) energy flow in food webs and energy pyramids.				
RC 4	**LS.8**	The student will investigate and understand that interactions exist among members of a population. Key concepts include a) competition, cooperation, social hierarchy, territorial imperative; and b) influence of behavior on a population.				
RC 4	**LS.9**	The student will investigate and understand interactions among populations in a biological community. Key concepts include a) the relationship among producers, consumers, and decomposers in food webs; b) the relationship between predators and prey; c) competition and cooperation; d) symbiotic relationships; and e) niches.				
RC 4	**LS.10**	The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. Key concepts include a) differences between ecosystems and biomes; b) characteristics of land, marine, and freshwater ecosystems; and c) adaptations that enable organisms to survive within a specific ecosystem.				
RC 4	**LS.11**	The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and change over time (daily, seasonal, and long term). Key concepts include a) phototropism, hibernation, and dormancy; b) factors that increase or decrease population size; and c) eutrophication, climate change, and catastrophic disturbances.				
RC 4	**LS.12**	The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include a) food production and harvest; b) change in habitat size, quality, and structure; c) change in species competition; d) population disturbances and factors that threaten or enhance species survival. e) environmental issues (water supply, air quality, energy production, and waste management).				
RC 5	**6.2**	The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include b) the role of the sun in the formation of most energy sources on Earth; c) nonrenewable energy sources (fossil fuels including petroleum, natural gas, and coal); d) renewable energy sources (wood, wind , hydro, geothermal, tidal, and solar).				
RC 5	**6.3**	The student will investigate and understand the roles of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on the Earth's surface. Key concepts include a) the Earth's energy budget; b) the role of radiation and convection in the distribution of energy; c) the motion of the atmosphere and the oceans; d) cloud information; and e) the role of heat energy in weather-related phenomena including thunderstorms and hurricanes.				

RC 5	**6.5**	The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment . Key concepts include c) the action of water in physical and chemical weathering; d) the ability of large bodies of water to store heat and moderate climate; e) the origin and occurrence of water on Earth; f) the importance of water for agriculture, power generation, and public health; and g) the importance of protecting and maintaining water resources.				
RC 5	**6.6**	The student will investigate and understand the properties of air and the structure and dynamics of Earth's atmosphere. Key concepts include b) air pressure, temperature, and humidity; c) how the atmosphere changes with altitude; d) natural and human-caused changes to the atmosphere; e) the relationship of atmospheric measures and weather conditions; f) basic information from weather maps including fronts, systems, and basic measurements; and the importance of protecting and maintaining air quality. g) the importance of protecting and maintaining water resources.				
RC 5	**6.8**	The student will investigate and understand the organization of the solar system and the relationships among the various bodies that comprise it. Key concepts include a) the sun, moon, Earth, other planets and their moons, meteors, asteroids, and comets; b) the relative size of and distance between planets; c) the role of gravity; d) revolution and rotation; e) the mechanics of day and night and the phases of the moon; f) the unique properties of Earth as a planet; g) the relationship of the Earth's tilt and the seasons; h) the cause of tides; and i) the history and technology of space exploration.				
RC 5	**6.9**	The student will investigate and understand public policy decisions relating to the environment. Key concept include a) management of renewable resources (water, air, soil, plant life, animal life); b) management of nonrenewable resources (coal, oil, natural gas, nuclear power, mineral resources); c) the mitigation of land-use and environmental hazards through preventive measures; and d) cost/benefit tradeoffs in conservation policies.				
RC 5	**LS.14**	The student will investigate and understand that organisms change over time. Key concepts include b) evidence of evolution of different species in the fossil record; and c) how environmental influences, as well as genetic variation, can lead to diversity of organisms.				

Reporting Category Key

RC 1 Scientific Investigation
RC 2 Force, Motion, Energy, and Matter
RC 3 Life Systems
RC 4 Ecosystems
RC 5 Earth and Space Systems

Virginia Grade Level Alternative Worksheet

Virginia Studies

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**VS.3**	The student will demonstrate knowledge of the first permanent English settlement in America by a) explaining the reasons for English colonization; e) identifying the importance of the arrival of Africans and women to the Jamestown settlement; f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; g) describing the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatans to the survival of the settlers.				
RC 1	**VS.4**	The student will demonstrate knowledge of life in the Virginia colony by b) describing how European (English, Scotch-Irish, German) immigrants, Africans, and American Indians (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England.				
RC 1	**VS.5**	The student will demonstrate knowledge of the role of Virginia in the American Revolution by b) identifying the various roles played by Virginians in the Revolutionary War era, with emphasis on George Washington, Thomas Jefferson, and Patrick Henry; c) identifying the importance of the American victory at Yorktown.				
RC 1	**VS.6**	The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by a) explaining why George Washington is called the "Father of our Country" and James Madison is called the "Father of the Constitution."				
RC 1	**VS.7**	The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia; b) describing Virginia's role in the war, including identifying major battles that took place in Virginia.				
RC 1	**VS.9**	The student will demonstrate knowledge of twentieth century Virginia by c) identifying the political, social, and/or economic contributions made by Maggie L. Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder.				
RC 2	**VS.2**	The student will demonstrate knowledge of the geography and early inhabitants of Virginia by a) locating Virginia and its bordering states on maps of the United States; b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau; c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River); d) locating three American Indian (First American) language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia; e) describing how American Indians (First Americans) adapted to the climate and their environment to secure food, clothing, and shelter.				
RC 2	**VS.3**	The student will demonstrate knowledge of the first permanent English settlement in America by b) describing how geography influenced the decision to settle at Jamestown.				
RC 2	**VS.4**	The student will demonstrate knowledge of life in the Virginia colony by c) explaining how geography influenced the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 2	**VS.6**	The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by c) explaining the influence of geography on the migration of Virginians into western territories.				
RC 3	**VS.3**	The student will demonstrate knowledge of the first permanent English settlement in America by c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement; d) identifying the importance of the Virginia Assembly (1619) as the first representative legislative body in English America.				
RC 3	**VS.5**	The student will demonstrate knowledge of the role of Virginia in the American Revolution by a) identifying the reasons why the colonies went to war with England as expressed in the Declaration of Independence.				
RC 3	**VS.6**	The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.				
RC 3	**VS.8**	The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by b) identifying the effects of segregation and “Jim Crow” on life in Virginia.				
RC 3	**VS.9**	The student will demonstrate knowledge of twentieth century Virginia by b) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.				
RC 3	**VS.10**	The student will demonstrate knowledge of government, geography, and economics by a) identifying the three branches of Virginia government and the function of each.				
RC 4	**VS.4**	The student will demonstrate knowledge of life in the Virginia colony by a) explaining the importance of agriculture and its influence on the institution of slavery; d) describing how money, barter, and credit were used.				
RC 4	**VS.8**	The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by a) identifying the effects of Reconstruction on life in Virginia; c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.				
RC 4	**VS.9**	The student will demonstrate knowledge of twentieth century Virginia by a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries.				
RC 4	**VS.10**	The student will demonstrate knowledge of government, geography, and economics by b) describing the major products and industries of Virginia’s five geographic regions; c) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.				

Reporting Category Key
RC 1 History
RC 2 Geography
RC 3 Civics
RC 4 Economics

Virginia Grade Level Alternative Worksheet

United States History to 1877

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**USI.4**	The student will demonstrate knowledge of European exploration in North America and West Africa by a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations; b) describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict.				
RC 1	**USI.5**	The student will demonstrate knowledge of the factors that shaped colonial America by a) describing the religious and economic events and conditions that led to the colonization of America; c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves; d) identifying the political and economic relationships between the colonies and England.				
RC 2	**USI.6**	The student will demonstrate knowledge of the causes and results of the American Revolution by a) identifying the issues of dissatisfaction that led to the American Revolution; c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine; d) explaining reasons why the colonies were able to defeat Britain.				
RC 2	**USI.7**	The student will demonstrate knowledge of the challenges faced by the new nation by d) describing the major accomplishments of the first five presidents of the United States.				
RC 3	**USI.8**	The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California; d) identifying the main ideas of the abolitionist and suffrage movements.				
RC 3	**USI.9**	The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by a) describing the cultural, economic, and constitutional issues that divided the nation; b) explaining how the issues of states' rights and slavery increased sectional tensions; d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war; f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.				
RC 3	**USI.10**	The student will demonstrate knowledge of the effects of Reconstruction on American life by b) describing the impact of Reconstruction policies on the South.				
RC 4	**USI.2**	The student will use maps, globes, photographs, pictures, and tables to a) locate the seven continents; b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range; c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.				

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 4	**USI.3**	The student will demonstrate knowledge of how early cultures developed in North America by a) locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois); b) describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.				
RC 4	**USI.5**	The student will demonstrate knowledge of the factors that shaped colonial America by b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment.				
RC 4	**USI.9**	The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by c) identifying on a map the states that seceded from the Union and those that remained in the Union; e) using maps to explain critical developments in the war, including major battles.				
RC 5	**USI.4**	The student will demonstrate knowledge of European exploration in North America and West Africa by c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.				
RC 5	**USI.6**	The student will demonstrate knowledge of the causes and results of the American Revolution by b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke.				
RC 5	**USI.7**	The student will demonstrate knowledge of the challenges faced by the new nation by a) identifying the weaknesses of the government established by the Articles of Confederation; b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights; c) identifying the conflicts that resulted in the emergence of two political parties.				
RC 5	**USI.8**	The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by b) identifying the geographic and economic factors that influenced the westward movement of settlers; c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.				
RC 5	**USI.10**	The student will demonstrate knowledge of the effects of Reconstruction on American life by a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America.				

Reporting Category Key

RC 1 Exploration to Revolution
RC 2 Revolution and the New Nation
RC 3 Westward Expansion and the Civil War Era
RC 4 Geography
RC 5 Civics and Economics

Virginia Grade Level Alternative Worksheet

United States History: 1877 to the Present

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**USII.3**	The student will demonstrate knowledge of how life changed after the Civil War by a) identifying the reasons for westward expansion; b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion; c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans in the post-Reconstruction South; e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.				
RC 2	**USII.4**	The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by a) explaining the reasons for and results of the Spanish American War; b) explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war.				
RC 2	**USII.5**	The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by b) describing the social changes that took place, including Prohibition, and the Great Migration north; c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O'Keeffe and including the Harlem Renaissance.				
RC 2	**USII.6**	The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor; b) describing the major events and turning points of the war in Europe and the Pacific; c) describing the impact of World War II on the homefront.				
RC 3	**USII.7**	The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations; c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges; d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.				
RC 3	**USII.8**	The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by b) describing the development of new technologies and their impact on American life.				
RC 4	**USII.2**	The student will use maps, globes, photographs, pictures, and tables for a) explaining how physical features and climate influenced the movement of people westward; b) explaining relationships among natural resources, transportation, and industrial development after 1877; c) locating the 50 states and the cities most significant to the historical development of the United States.				
RC 5	**USII.3**	The student will demonstrate knowledge of how life changed after the Civil War by d) explaining the rise of big business, the growth of industry, and life on American farms.				

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 5	**USII.5**	The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by a) explaining how developments in transportation (including the use of the automobile), communication, and electrification changed American life; d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.				
RC 5	**USII.7**	The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by b) describing the conversion from a wartime to a peacetime economy.				
RC 5	**USII.8**	The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by a) examining the Civil Rights Movement and the changing role of women.				

Reporting Category Key

RC 1 Emergence of Modern America: 1877 to Early 1900s
RC 2 Turmoil and Change: 1890s to 1945
RC 3 United States since World War II
RC 4 Geography
RC 5 Civics and Economics

Virginia Grade Level Alternative Worksheet

Civics and Economics

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ **Assigned scores have been entered into the online VGLA System.**

_____ **Assigned scores have been verified and submitted for final scoring in the online VGLA System**

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	**CE.2**	The student will demonstrate knowledge of the foundations of American constitutional government by a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government; b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights; c) identifying the purposes for the Constitution of the United States as they are stated in its Preamble.				
RC 1	**CE.6**	The student will demonstrate knowledge of the American constitutional government by a) explaining the relationship of state governments to the national government in the federal system; b) describing the structure and powers of local, state, and national governments; c) explaining the principle of separation of powers and the operation of checks and balances; d) identifying the procedures for amending the Constitution of the United States.				
RC 1	**CE.7**	The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by a) explaining the lawmaking process; b) describing the roles and powers of the executive branch; c) examining the impact of the media on public opinion and public policy; d) describing how individuals and interest groups influence public policy.				
RC 1	**CE.8**	The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by a) describing the organization and jurisdiction of federal and state courts; b) describing the exercise of judicial review; c) explaining court proceedings in civil and criminal cases; d) explaining how due process protections seek to ensure justice.				
RC 2	**CE.3**	The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by a) describing the processes by which an individual becomes a citizen of the United States; b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws; c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court; d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society; e) evaluating how civic and social duties address community needs and serve the public good.				

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 2	**CE.4**	The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by a) practicing trustworthiness and honesty; b) practicing courtesy and respect for the rights of others; c) practicing responsibility, accountability, and self- reliance; d) practicing respect for the law; e) practicing patriotism.				
RC 3	**CE.5**	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by a) describing the functions of political parties; b) comparing the similarities and differences of political parties; c) analyzing campaigns for elective office, with emphasis on the role of the media; d) examining the role of campaign contributions and costs; e) describing voter registration and participation; f) describing the role of the Electoral College in the election of the President and Vice President.				
RC 4	**CE.9**	The student will demonstrate knowledge of how economic decisions are made in the marketplace by a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption; b) comparing the differences among free market, command, and mixed economies; c) describing the characteristics of the United States economy, including free markets, private property, profit, and competition.				
RC 5	**CE.10**	The student will demonstrate knowledge of the structure and operation of the United States economy by a) describing the types of business organizations and the role of entrepreneurship; b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact; c) explaining how financial institutions encourage saving and investing; d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.				
RC 5	**CE.12**	The student will demonstrate knowledge of career opportunities by a) identifying talents, interests, and aspirations that influence career choice; b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success; c) identifying skills and education that careers require; d) examining the impact of technological change on career opportunities.				
RC 6	**CE.11**	The student will demonstrate knowledge of the role of government in the United States economy by a) examining competition in the marketplace; b) explaining the creation of public goods and services; c) describing the impact of taxation, including an understanding of the reasons for the 16th amendment, spending, and borrowing; d) explaining how the Federal Reserve System regulates the money supply; e) describing the protection of consumer rights and property rights.				

Reporting Category Key
RC 1 Principles and Structure of American Constitutional Government
RC 2 Rights and Responsibilities of American Citizenship
RC 3 Political Processes
RC 4 Economic Principles and Systems
RC 5 United States Economy
RC 6 The Role of Government in the Economy